



Progression of Skills and Knowledge in Religious Education



Nursery and Reception Progression Ladders

Yellow indicates Nursery Starting Point / Green is nursery end and reception starting point / Blue is end of Reception

<u>Understanding the World</u>										
	4 19-24 mths	5 25-30 mths	6 31-36 mths	7 37-42 mths	8 43-48 mths	9 49-54 mths	10 55-60 mths	11 61- 66 mths	12 67-72 mths	ELG
People, Cultures and communities	Actively and with increased independence explores and shows interest in immediate environments at home and in settings. Sometimes indicates recognition of familiar and unfamiliar experiences/re sources	Through self-initiated play experiences, using a range of familiar materials and resources, is able to communicate things of personal significance about their lives, beliefs and culture.	Can document in age appropriate ways, for example simple drawings, 'maps', models and constructions of landmarks of personal interest.	Talks about and responds to events/experiences and interests in their lives, building on relevant vocabulary.	Based on first hand experiences, is able to respond appropriately in discussions about the immediate environment and recent explorations.	Can talk about festivals and celebrations that are marked within their own culture. Through discussions, exploration of books, songs, rhymes and role play they have a growing awareness of their own uniqueness and differences of other families.	Are able to draw on knowledge of their immediate environment referencing points of interest through different ways. Explore some similarities and begin to recognise some differences in religious beliefs and cultural communities. Have a developing awareness of life and how it differs in other countries.	Can describe their immediate environment, explaining some similarities and differences between life in this country and life in other countries. Based on learning opportunities provided can state some similarities and differences between different religious and cultural communities in this country.	Understands that different people around the world have different beliefs, attitudes, customs, traditions and roles in society and why it is important to treat them with respect	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. <ul style="list-style-type: none"> • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

<u>PSED</u>										
	4 19-24 mths	5 25-30 mths	6 31-36 mths	7 37-42 mths	8 43-48 mths	9 49-54 mths	10 55-60 mths	11 61- 66 mths	12 67-72 mths	ELG
Building Relationships	Parallel play present; plays contentedly near other children but not with them. Copies everyday adult activity.	Watches other children at play before joining in. Emotionally less dependent on familiar adult but still requires reassurance in unfamiliar situations.	Will approach familiar adults when upset, excited or want to play. Is able to explore or try out a new activity or experience with adult support.	Will willingly approach others to play.	Can play in a group with friends suggesting ideas. Can initiate an interaction with other children.	Has a good relationship with peers and familiar adults. Is confident to interact with others.	Confidently initiates conversations with unfamiliar adults. Begins to be able to compromise in social situations and negotiate with peers, working as part of a group - understanding and following rules, adapting their behaviours to different situations.	Takes account of one another's needs and feelings with a growing sense of managing conflict and forms positive relationships with adults and other children. Takes changes of routine in their stride	Plays group games with rules. Understands someone else's point of view can be different from their own. Resolves minor conflicts through listening to others to come up with a fair solution.	Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs

The knowledge and skills then feed into the KS1 curriculum shared below

KS1 & 2 KNOWLEDGE, SKILLS AND UNDERSTANDING

R.E. Statements of Progression
Beliefs and Practices (Autumn A.13 hours)

KS1	Lower KS2	Upper KS2
<p>Give at least three examples of different beliefs and practices, including festivals, worship, rituals and ways of life and explain some meanings behind them</p>	<p>Describe, make connections and reflect on some religious beliefs and practices studied, including how celebrations and key moments in life are marked</p>	<p>Describe, make connections and reflect on some religious and worldviews studied, using specific religious vocabulary about how celebrations and key moments in life are marked by different communities</p>
<p align="center">Learning Objective (taken from report sheet)</p> <p>I can recall and name different beliefs and practices.</p> <p>I know the meanings behind some festivals, worship, rituals and ways of life.</p>	<p align="center">Learning Objective (taken from report sheet)</p> <p>I can describe and make connections on features of religions and worldviews.</p> <p>I know how pilgrimages, worship and rituals can mark important events in life.</p>	<p align="center">Learning Objective (taken from report sheet)</p> <p>I can describe, make connections and reflect on features of Christianity, Judaism, Buddhism and worldviews.</p> <p>I know how pilgrimages, worship and rituals can celebrate important events in life.</p> <p>I can use specific religious vocabulary to describe how celebrations are marked by religious communities.</p>
<p>Include vocab for the topic...</p> <p>festivals celebrate harvest festival generosity traditional thankfulness Diwali puja Vaisakhi Christmas Pentecost Easter Eid Purim fruitfulness Hanukkah Diwali being thanked thanking being praised praising</p>	<p>Include vocab for the topic...</p> <p>festivals Sikh Muslim celebrating marking of life's journey Christian Hindu Myrrh Christmas Lent Advent resurrection Saints incarnation forgiven honey Good Friday Guru Granth Sahib Easter salvation Hajj Kumbha Mela Golden Temple pilgrimages Karah Parshad</p>	<p>Include vocab for the topic...</p> <p>Themes Expression value Hajj Pilgrimage Lourdes 'the Holy Land' Eucharist Baptised Annunciation Incarnation Temptation Resurrection Salvation Ascension Hindu deities Christ Saviour Advent Virgin Mary Joseph Angel Gabriel Jesus Messiah Humanist Rite of passage Sabbath</p>

R.E. Statements of Progression

Justice and Fairness (Spring A.13 hours)

KS1	Lower KS2	Upper KS2
<p>Explain the influence of rules. Explore moral stories and consider what is right and wrong, just and fair</p>	<p>Consider and discuss questions on matters that are important in the world including choices about what is right and what is wrong</p>	<p>Evaluate and ask challenging questions applying their own and others' ideas about responsibility and what is right and wrong, considering possible effects of different moral choices</p>
<p>Learning Objective (taken from report sheet)</p> <p>I can think about ideas of what is right and wrong.</p> <p>I know how spiritual and moral values can influence the choices people make and how they behave.</p>	<p>Learning Objective (taken from report sheet)</p> <p>I can discuss ideas about ethical questions.</p> <p>I can reflect on ideas about what is right and wrong, and what is just and unfair.</p>	<p>Learning Objective (taken from report sheet)</p> <p>I can ask challenging questions about responsibility.</p> <p>I can consider what is right and wrong and what is just and fair.</p> <p>I can consider possible effects of different moral choices.</p>
<p>Include vocab for the topic...</p> <p>faith stories moral stories choices right wrong connections behave parables Christian charity fair Golden Rules new commandment 'stand up for good'</p>	<p>Include vocab for the topic...</p> <p>development charities Christian Aid Islamic Relief Oxfam Langar equality Gandhi harmlessness (ahimsa)</p>	<p>Include vocab for the topic...</p> <p>citizenship 10 commandments 5 Precepts vulnerable suffragettes apartheid prejudice courage faith justice desire suffering compassion</p>

R.E. Statements of Progression

Sources of Wisdom/Human values & Responsibility (SummerA.13 hours)

KS1	Lower KS2	Upper KS2
<p>Retell and suggest meanings to some sources of wisdom and stories of faith.</p> <p>Respond to examples of how and why people show concern for humanity and the world.</p>	<p>Reflect on the impact of beliefs and teachings from a range of sacred writings and sources of wisdom.</p> <p>Apply ideas about ways in which diverse communities can live together for the wellbeing of all.</p>	<p>Recognise and understand the impact of sacred writings and sources of wisdom within different communities and individual believers.</p> <p>Respond thoughtfully to ideas about values, respect and human responsibility.</p>
<p>Learning Objective (taken from report sheet)</p> <p>I can think, talk and ask questions about some sacred writings and sources of wisdom.</p> <p>-----</p> <p>I can tell stories of how people show care and concern for humanity and the world.</p>	<p>Learning Objective (taken from report sheet)</p> <p>I can understand why religious songs and stories affect followers in different ways.</p> <p>I know how believers interpret stories in their different communities.</p> <p>-----</p> <p>I know how diverse communities can live together respectfully sharing the same values and responsibilities.</p>	<p>Learning Objective (taken from report sheet)</p> <p>I can respond to a range of stories, sacred writings, sources of wisdom and authority.</p> <p>I can reflect on the impact of sources of wisdom on different communities.</p> <p>-----</p> <p>I can think about how individual and collective responsibility is shaped by faith and belief.</p>
<p>Include vocab for the topic...</p> <p>stories religious people generations sacred character Bible Christians Jesus parables Torah Qu'ran holy Jews Yad Sikh Guru Granth Sahib traditional language ----- unique environment community responsibility</p>	<p>Include vocab for the topic...</p> <p>impact followers wisdom sacred artefacts parable origins authority deities Muhammad Ramayana personal hero Psalms ----- crisis religious codes worldviews inspired forgiveness valued harmlessness</p>	<p>Include vocab for the topic...</p> <p>impact followers wisdom sacred artefacts parable origins authority deities Muhammad Ramayana personal hero Psalms ----- crisis religious codes worldviews inspired forgiveness valued harmlessness</p>

R.E. Statements of Progression

Identity and Belonging (Autumn B.13 hours)

KS1	Lower KS2	Upper KS2
<p>Talk about how groups express who they are and how they belong to communities and faith groups</p> <p>Describe what a leader does and why</p>	<p>Understand the challenges of individual commitment of faith</p> <p>Look at the role of religious leaders and how they guide their communities</p>	<p>Show and express insights into the challenges of individual commitment, belonging and faith</p> <p>Ask questions about guidance and leadership in my own life</p>
<p>Learning Objective (taken from report sheet)</p> <p>I can describe how faith groups express who they are.</p> <p>I can say how a religious group can welcome someone new.</p> <p>I can say what a leader does and why.</p>	<p>Learning Objective (taken from report sheet)</p> <p>I understand people face challenges when belonging to a faith community.</p> <p>I know how religious people are guided by their religious leaders.</p>	<p>Learning Objective (taken from report sheet)</p> <p>I understand some of the challenges of individual commitment, belonging and faith.</p> <p>I can raise questions about leadership in my own and others' lives.</p>
<p>Include vocab for the topic...</p> <p>welcoming babies holy thankful leaders Shabbat Jewish beliefs celebrate ceremonies five K's</p>	<p>Include vocab for the topic...</p> <p>community commitments role duties religious leadership followers priest Father Khalsa Sikhs Bandi Chor Divas Hindu Diwali Muslims 5 Pillars faith</p>	<p>Include vocab for the topic...</p> <p>personal heroes traditions impact celebrate faith representatives religious leaders Jesus key events Messiah Eightfold path Buddhists Christians Moses Jews Shabbat mezuzah</p>

R.E. Statements of Progression

Prayer, Worship & Reflection (Spring B. 13 hours)

KS1	Lower KS2	Upper KS2
Understand what prayer, worship and reflection means to a religious community	Know how people of faith communicate their beliefs through sacred spaces, worship, prayer, reflection, meditation and stillness	Understand how worshippers connect to prayer, faith and sacred spaces
Learning Objective (taken from report sheet) I can say what prayer, worship and reflection mean to a religious community. I have experienced times of stillness and reflection.	Learning Objective (taken from report sheet) I can describe why and where worshippers connect to prayer and worship. I have experienced periods of stillness and quiet thought.	Learning Objective (taken from report sheet) I can talk about how people of faith communicate their faith through prayer, worship and reflection. I know why some people pray or meditate.
Include vocab for the topic... worship The Lord's Prayer rosary Christians Jesus religious artefacts holy Hindus offerings incense Sewa Langar Sikh	Include vocab for the topic... worship key prayers the first Surah Muslim Qu'ran Musulla Bhagavad Gita shrine Gayatri Mantra Hindu Mool Mantra Jesus Eucharist inspire The Lord's Prayer Sikh puja Akhand Path Sikh Guru Granth Sahib	Include vocab for the topic... prayer reflection meditation stillness worship church Shema The Lord's Prayer compassion mindfulness Hindu prayers multi-space Dalia Lama worldviews being peaceful prayer spaces Buddhist mantras

R.E. Statements of Progression

Symbols & Action/Ultimate Questions (Summer B. 13 hours)

KS1	Lower KS2	Upper KS2
<p>Give examples of symbols and actions explaining how and why they express religious meaning</p> <p style="text-align: center;">Appreciate some similarities between different communities</p> <p style="text-align: center;">-----</p> <p>Think about questions related to belonging, meaning and truth</p>	<p>Explain how different beliefs, symbolic expression and actions can communicate meaning to followers</p> <p style="text-align: center;">Describe some similarities between communities</p> <p style="text-align: center;">-----</p> <p>Respond to a range of challenging 'if' and 'why' questions about making sense of the world</p>	<p>Identify and describe similarities and differences of symbols and actions between and within communities</p> <p style="text-align: center;">-----</p>
<p style="text-align: center;">Learning Objective (taken from report sheet)</p> <p style="text-align: center;">I can recognise how and why symbols and actions can express religious meaning.</p> <p style="text-align: center;">I notice some similarities between communities.</p> <p style="text-align: center;">-----</p> <p style="text-align: center;">I can use creative media to express my ideas and opinions about belonging, meaning and truth.</p>	<p style="text-align: center;">Learning Objective (taken from report sheet)</p> <p style="text-align: center;">I can describe how a range of beliefs, practices and symbols can communicate meaning to followers.</p> <p style="text-align: center;">I can describe some similarities between communities.</p> <p style="text-align: center;">-----</p> <p style="text-align: center;">I can use creative media thoughtfully to express my own and others views about belonging, meaning and truth.</p>	<p style="text-align: center;">Learning Objective (taken from report sheet)</p> <p style="text-align: center;">I can compare how and why a range of symbols, expressions and actions communicate different meaning to individuals within communities.</p> <p style="text-align: center;">I can describe similarities and differences between and within communities.</p> <p style="text-align: center;">-----</p> <p style="text-align: center;">Present a range of views and answers to challenging questions about belonging, meaning and truth</p>
<p>Include vocab for the topic...</p> <p>light water a tree incense</p> <p>religious symbol design daily pattern</p> <p>places of worship meaning feelings</p> <p>darkness candle artefacts Christian church</p> <p>baptism atmosphere celebration cross</p> <p style="text-align: center;">-----</p> <p>created imagine stained-glass window</p> <p>victory religions worldview heaven</p>	<p>Include vocab for the topic...</p> <p>tithe global baptism Eucharist Christmas</p> <p>submission Muslims Sikhs Hindus deity</p> <p>architecture artefacts</p> <p>humility sewa foot washing serving icons</p> <p style="text-align: center;">-----</p> <p>attributes of God gods Creation story heaven</p> <p>solution conflict human race</p>	<p>Include vocab for the topic...</p> <p>mudras Buddha artefacts Passover</p> <p>Easter kippah Dharma Sangha</p> <p>The Three Jewels wheel Lotus flower</p> <p>murti Hinduism</p> <p style="text-align: center;">-----</p> <p>questions of origin divine life after death</p> <p>religious non-religious culture soul karma</p> <p>contradictory complimentary belief reside</p>