



'Dream. Believe. Achieve'
 Polite Positive Proud Persistent

South Hiendley Primary School - Religious Education Progression Skill Grid 2021 -2022.

R.E. PROGRESSION OF SKILLS – Long Term Plan							
Theme: Key Question:	F1/2	Special People What makes people special?	Christmas What is Christmas?	Celebrations How do people celebrate?	Easter What is Easter?	Story Time What can we learn from stories?	Special Places What makes places special?
Religion		Christianity, Judaism	Christianity,	Islam, Judaism	Christianity,	Buddhism, Christianity, Islam, Hinduism, Sikhism.	Christianity, Islam, Judaism
EYFS	3-4 years			reception		ELG	
Personal, Social and Emotional Development	Develop their sense of responsibility and membership of a community.			See themselves as a valuable individual. • Think about the perspectives of others.		Show sensitivity to their own and others' needs.	
Understanding the world	Continue to develop positive attitudes about the differences between people			Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways		Talk about the lives of the people around them and their roles in society. • Understand the past through settings, characters and events encountered in books read in class and storytelling. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what have been read in class.	

R.E. PROGRESSION OF SKILLS Long Term Plan								
Theme: Key Question:	Aut 1	Year 1	Year 2	Year 3		Year 4	Year 5	Year 6
		Creation Story Does God want Christians to look after the world?	What did Jesus teach? Is it possible to be kind to everyone all of the time?	Diwali - Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child?	Jesus as a Friend - Was it always easy for Jesus to show friendship?	Beliefs and Practices – How special is the relationship Jews have with God?	Story Time What can we learn from stories?	Special Places What makes places special?



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Religions:		Christianity	Christianity		Hinduism	Christianity	Judaism	Buddhism, Christianity, Islam, Hinduism, Sikhism.	Christianity, Islam, Judaism
Theme: Key Question:	Aut 2	Christmas Story What gift would I give to Jesus if he was born in my town not in Bethlehem?	Christmas – Jesus as gift from God. Why did God give Jesus to the world?		Christmas Has Christmas lost its true meaning?	Christmas What is the most significant part of the nativity story to Christians today?	Christmas Is the Christmas story true?	Christmas How significant is it that Mary was Jesus' mother?	
Religions:		Christianity	Christianity		Christianity	Christianity	Christianity	Christianity	
Theme: Key Question:	Spring 1	Jesus as a Friend Was it always easy for Jesus to show friendship?	Passover How important is it for Jewish people to do what God asks them to do?	Prayer at home Does praying at regular intervals every day help a Muslim in his/her everyday life?	Jesus Miracles Could Jesus really heal people? Were these miracles or is there some other explanation?	Passover How important is it for Jewish people to do what God asks them to do?	Beliefs and Moral Values Are Sikh stories important today? Hindu Beliefs How can Brahman be everywhere and in everything?	Beliefs and Meanings Is anything ever eternal?	
Religions:		Christianity	Judaism	Islam	Christianity	Judaism	Sikhism Hinduism	Christianity	
Theme: Key Question:	Spring 2	Palm Sunday Why was Jesus welcomed like a king/celebrity by the crowds on Palm Sunday	Easter – resurrection Is it true that Jesus came back to life again?		Easter – Forgiveness What is 'Good' about Good Friday?	Easter Is forgiveness always possible?	Easter Did God intend Jesus to be crucified	Easter Is Christianity still a strong religion 2000 years after Jesus was on Earth?	
Religions:		Christianity	Christianity		Christianity	Christianity	Christianity	Christianity	
Theme: Key Question:	Summ 1	Shabbat Is Shabbat important to Jewish children?	The Covenant How special is the relationship Jews have with God?	Community and Belonging Does going to the Mosque give Muslims a	Hindu Beliefs How can Brahman be everywhere and in everything? Sharing and Community Do Sikhs think it is important to share?	Rites of Passage and good works What is the best way for a Jew to show commitment to God?	Prayer and Worship What is the best way for a Sikh to show commitment to God? Beliefs and Moral values	Beliefs and Moral values Does belief in Akhirah (life after death) help Muslims lead good lives?	



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				sense of belonging?			Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives?	
Religions:		Judaism	Judaism	Islam	Hinduism Sikhism	Judaism	Sikhism Hinduism	Islam
Theme: Key Question:	Summ 2	Chanukah Does celebrating Chanukah make Jewish children feel close to God?	Rites of Passage and good works. What is the best way for a Jew to show Commitment to God?	Hajj Does completing Hajj make a person a better Muslim?	Pilgrimage to the River Ganges Would visiting the River Ganges feel special to a non-Hindu?	Prayer and Worship Do people need to go to church to show they are Christians?	Beliefs and Practices What is the best way for a Christian to show commitment to God?	Beliefs and Moral values Does belief in Akhirah (life after death) help Muslims lead good lives?
Religions:		Judaism	Judaism	Islam	Hinduism	Christianity	Christianity	Islam

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Vocabulary	Christian Creation Positive Negative Bethlehem Gold Frankincense Myrrh Zacchaeus Lazarus Value Palm Sunday Palm Cross Easter story Jewish Sabbath Shabbat Chanukah	Christianity Good Samaritan Love your neighbour Preparation Heaven Crucifixion Resurrection Muslim Mosque Haji Judaism Festival of Passover. Sedar plate Symbol heaven.	Hindu community Divali Diva lamp Good Evil Rama Sita Ravannah Hanuman Rangoli pattern Advent Religious Non-religious Miracle Symbolism Bread and wine Hindu Brahman	The ten commandments. the Torah The synagogue prayer shawl, 10 knots. mezuzah. Covenant Kosher Non-Kosher Sabbath Abraham Passover Holy communion Worship baptism	Golden Temple 5K'hs Guru Granth Sahib The gurdwara The Gospels Guru Nanak The jasmine flower Khalsa Destiny Karma, Samsara Moksha Reincarnation Galatians Holy spirit Commitment.	Incarnation resurrection Unconditional love Agape Eternal life Humanist Influential CAFOD Salvation Army Christian Aid Persecute Oath. Akhirah Qur'an 8 doors of heaven Jihad.



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			Sikh commitment Baisakhi Festival Langar Holy book			
Greater Depth		Begin to see the similarities between the religions of Christianity, Judaism and Muslim.				

	<u>Y1</u>	<u>Y2</u>	<u>Y3</u>	<u>Y4</u>	<u>Y5</u>	<u>Y6</u>
Knowledge	<u>By the end of Y1 we should know...</u>	<u>By the end of Y2 we should know...</u>	<u>By the end of Y3 we should know</u>	<u>By the end of Y4 we should know...</u>	<u>By the end of Y5 we should know...</u>	<u>By the end of Y6 we should know...</u>



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Y1	Y2	Y3	Y4	Y5	Y6
<p>Does God want Christians to look after the world? To show understanding of how Christians care for the world. Know that Christians believe that God created the world. Use the pics of caring and think about what would God be most proud of. How can we look after the world? Show undersating of the key question and discuss an answer to the question.</p> <p>What gift would I have given to Jesus if he had been born in my town not Bethlehem? To recognise special gifts and their significance. To be able to retell the Christmas story and what gifts were given and by whom. To recognise the gifts given to Jesus. Match gift to character. Why were they given? To show undersating that gifts for Jesus can be an object or an action. Discuss that Jesus was a gift from God.</p> <p>Jesus as a friend To understand that Christians believe that Jesus is a good friend to them but showing them is not always easy. To be familiar with bible stories that show Jesus as a friend. To be able to discuss these stories. Read the story of Zacchaeus Stilling the storm. Read the story Mary, Martha and Lazarus Was it always easy for Jesus to show he was a friend?</p>	<p>What did Jesus teach? To show understanding of the word kind. To show Understand of the story of The Good Samaritan and be able to explain which part of the story is most important and why. To be able to Give examples of how Jesus was kind. To know how we can be kind to our friends in class. To recognise Jesus as a gift from God. To think about/discuss and give reasons Why God gave Jesus to the World.</p> <p>Christianity: To be able to explain that Christians believe that God sent Jesus to save/help the world and they look forward to Christmas as the time of his birth. To know how Christians, prepare/look forward to Christmas? To know that Jesus came to teach everybody to love one another and be kind to each other and in this way the world would become a better place. How important is it for Jewish people to do what God asks them to do? To be able to Identify special food for special times e.g. birthday cake, Christmas cake. To know about a special meal that Jewish families have once a year at the Festival of Passover. To know the symbolism of the items on the Sedar plate and about the meal. To know and show understating of ways that Jews celebrate Passover, be able to tell us about how</p>	<p>Does celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child? To know and become familiar with the story of Diwali and be able to identify the Good and Evil characters. To know how Hindus, celebrate Diwali To Know what a diva lamp and to recognise Rangoli patterns and why they are important. To create own Rangoli patterns and or diva lamps.</p> <p>Has Christmas lost its true meaning? To know and recognise some of the images of Christmas and what they mean e.g. Advent calendar, Nativity scene, Christmas fairy. To know that Christmas means diff things to diff people. To identify the religious images of Christmas and the non-religious images.</p>	<p>How special is the relationship Jews have with God? To know and understand that Jews believe that there is 1 God who not only made the world but every Jew can have a relationship with. To know that Jews have a relationship with God through the: 1. The ten commandments. 2. the Torah 3.The synagogue 4. prayer shawl, 10 knots. 5.The Jewish home. Write their own mezuzah. How easy/difficult would it be for Jews to live up to this special covenant?</p> <p>What is the most significant part of the Nativity story for Christians today? 1.To identfy symbols in everyday life, To identify Christmas symbols. Including symbols in the Christmas story and what they mean? 2.To experience a visit to a church or talk with a vicar/ to look at/become familiar with the symbols of Christianity. 3.To recognise a Christingle. Symbols and meaning of one to Christians. How important is it for Jewish people to do what God asks them to do? To know what Kosher and non-Kosher is and why God asks Jewish people to think and respect this.</p>	<p>What is the best way for a Sikhs or Hindu to show commitment to God? 1.To identify and know what the Sikhs give/ give up. To know what the langar is and the 5 Sikh beliefs. To be familiar with the Golden Temple. 2.To identify and know the 5K's.</p> <p>Is the Christmas story true? 1To share knowledge of the Christmas story? Read from bible Luke Chapter 1 26-38 and chapter 2 1-20. Matthew Chapter 1: 18 chapter 2:12. To idelfyt the similarities and differences between Luke's and Matthew's versions. Whose version is true? Why are they different? 3.To think about and discuss who was actually present during the Christmas story and when they were there? What else might not be true?</p> <p>Are Sikh stories important today? 1To know what Guru Granth Sahib in the gurdwara is and know how important this is to Sikh's.</p>	<p>What is the best way for a Muslim to show commitment to God? 1.To know which situations show commitment and decide on 3 key ingredients needed for commitment. To know the 5 pillars of Islam and how these relate to commitment. To show understanding of why fasting shows commitment to God. Which practise shows the most commitment. Why? Think back to the first lesson and key ingredients they had for commitment. How will they ensure that they will stick to their commitments?</p> <p>How significant is it that Mary was Jesus' mother? 1.To know why you are chosen for something and how this makes you feel. To look at how Mary is shown in art. Intro the key questions. Why is she painted in this way? Ch read Luke 1: 26-38.? Look now at Mary's song Luke 1:47-55. To find out and share what they know about Mary. 2.Look at Matthew 1 18-25. To understand what the word incarnation means. To identify which other Christian beliefs rely on Jesus being God as well as human. E.g. miracles, resurrection. Would people</p>



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Y1	Y2	Y3	Y4	Y5	Y6
<p>To understand the value of friendship.</p> <p>Why was Jesus welcomed like a king or celebrity on Palm Sunday? To recognise how special Jesus was/is to Christians. To understand about Palm Sunday. How Jesus was welcomed by Christians. To understand that Jerusalem is a real place and Christians to day still wave palms. Go back to the main question and discuss it. Ch to show understanding that People welcomed him because he was special and they wanted to be near him. To understand how Christians today would welcome Jesus into their town? .To be familiar with the Easter story and be able to order the main events. To be able to talk about what they have learnt but what still puzzles them.</p> <p>Is Shabbat important to Jewish ch? To recognise what a Jewish child could do on a Saturday? To know what the synagogue is and what the Shabbat is. To show understanding of why and how Jewish people celebrate the Shabbat?</p> <p>Does celebrating Chanukah make Jewish ch feel closer to God?</p>	<p>important it is for them to do as God asks?</p> <p>Is it true that Jesus came back to life again? Christianity: To know the seasons, and how nature dies in the winter and returns to life in the spring. To know what heaven is and how ch have diff ideas about heaven. To know the Easter story and how the crucifixion is not the end in Christian belief.</p> <p>Does going to a mosque give Muslims a sense of belonging? Islam: To know how the feeling of belonging is inside us but we might get a stronger sense of belonging when we are in our actual classroom/school or other special place. To know that Muslims pray in a Mosque and this is their special place. To be able to identify a mosque. To know that Muslims perform ritual washing before prayer. To know that Muslims use a prayer mat To understand that Muslims believe that praying together in groups</p>	<p>Could Jesus heal people? To know what a miracle is. To become familiar with/know the blind man story John 9 1-12. How could the blind man be healed? Could it have happened? Read the paralysed man mark 2: 1-12 ? Do stories have to be true to be meaningful? To know and be able to explain what a miracle is and what is not.e.g. birth of a baby a miracle, the way plants grow again a miracle?</p> <p>What Is Good about Good Friday? To be familiar with and be able to sequence the Easter story. To know and understand about the importance and symbolism of bread and wine within the story.</p> <p>How can Brahman be everywhere? To recognise who you are to diff people e.g. sister, daughter, cousin. To know what Hindus, believe about God and that there are different images to show God.</p>	<p>2. To know what The Passover meal is. 3.To know that the Special relationship Jews have with God started with Abraham. To recognise what else Jewish people do what God asks: payer, shawls, mezuzah, sabbath To be able to rank what they think is the most important sabbath above prayer?</p> <p>Is forgiveness always possible? 1.To recognise what forgiveness means. To share and discuss what they know about Jesus so far? To think about Jesus, to recognise if he had any enemies? To understand what Christians, believe about forgiveness. To explore if Jesus always forgive people? To know about Jesus in the temple.</p> <p>What is the best way for a Jew to show commitment God? KmRM – To know about the Jewish way of life and the 10 commandments, shabbat, synagogue, Seder, homelife, commitment to God.</p>	<p>To be familiar with/know the Guru Nanak and the jasmine flower story. Discuss what is there still more room for in the world e.g. honesty, goodness, happiness, peace 3. To recognise and become familiar with Guru Nanak, Malik Bhago and lalo. Themes are equality and honesty.</p> <p>Did God intend for Jesus to be crucified? 1.Ch to recognise what they have most control over in their own life? And what they don't, to explore and understand the term destiny. 2.Ch to share and discuss what they know about Jesus? What do they think God's plan was for Jesus' life according to Christianity? What does it tell you about God? Was Jesus aware of God's plan? Use Luke's gospel chs 20-23. Tell the story. 2.To be familiar with/know the events of Holy week, (Jesus in the temple, The last Supper, Judas Betrayal, Peter's denial, the arrest, the crucifixion, the burial in the tomb.)</p>	<p>have listened so much if Jesus had been an ordinary man. 3.To Think about why Jesus might be sent by God today. 4.To draw a portrait of what Jesus 'mother could look like today and explain why.</p> <p>Is anything ever eternal? 1.To discuss, explain and justify what things you think may last forever. To think about the term eternal? Can love last forever? What other love exists? To show understanding of unconditional love? 2.Ch to summarise key teachings from bible refs. To show what they have learnt about love from the bible readings. Jesus taught us that love should be eternal and unconditional. Is this possible? To be familiar with the word agape meaning unconditional love. Ch to share their own ideas of heaven and hell. What do these concepts mean to the ch? To explore the Christian belief that because of Jesus' resurrection Christians will also be able to have life after death (eternal life).</p>



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Y1	Y2	Y3	Y4	Y5	Y6
<p>To recognise how Chanukah is celebrated by Jewish children. Does it help Jewish people to be closer to God? To be familiar with the story of the original event of Chanukah.</p>	<p>brings greater blessings than praying alone.</p> <p>Does completing the Haji make a person a better Muslim? To Know that the Haji is a special journey for Muslims which shows commitment to God.</p>	<p>To know that God is everywhere but we cannot see him. To be able to challenge stereotypes about Hindus. To be able to compare Hindu belief to Christian through the story of creation.</p> <p>How important to Sikh's is sharing? To know why it is important to share. What is the opposite of sharing? Why is it difficult to share? To be able to explain what would stop them from sharing? To know what the Baisakhi Festival is and to know what the Sikh holy book: To Know the 3 rules to live by when you are a Sikh. To know what the Langar is.</p>	<p>Learning clips on Bar Mitzvah. Mitzvoth Mitzvah Day. To recognise how Jewish people, show commitment to God.</p> <p>Do people need to go to Church to show that they are a Christian? 1.Ch to be able to describe their special place and know what words are associated with this. To know where a Christians/Jews/Sikh/Hindu special place might be. 2 To know and understand why Christians go to church-holy communion, worship, baptism. To find out how important the church is to people in their area (Felkirk church/Swillington Church.)</p>	<p>3.Ch to recap on the story, in their opinion does the evidence suggest that Jesus was aware he was going to be crucified? Ch to think about and show understanding of Christian ideas/beliefs. according to Christians why did Jesus stay in Jerusalem if he was aware he was about to die? Ch to think about and discuss, Do Christians believe God intended to be crucified? What do you think? Ch to research and become familiar with people who have or have had a strong sense of purpose or sense of destiny e.g. Ghandi. Prince William. The Queen.</p> <p>Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives? 1. Ch to consider the consequences that follow an action. Ch to recognise that snakes and ladders was originally a Hindu game and represented the good and bad decisions in life. Ch to Make their own snakes and ladders game. A good decision results in going up the</p>	<p>To explore how Christians get to heaven? Can anybody go to heaven? To be familiar with the parable of sheep and goats. To explore the idea that if people have not done good deeds they cannot go to heaven. (To recognise views of Christians and compare to a humanist. perspective.) To show understanding and be able to summarise the Christian teaching of eternal life and unconditional love.</p> <p>Is Christianity still a strong religion 2000 years after Jesus was on Earth? 1.Ch to recognise and list the important/influential people in their lives or who have been in their life at some point and how they have influenced them. To identify and make a list of the most influential people they can think of through history. Has this been good or brought upon bad effects. 2.To recognise and decide if festivals and symbols show that Christianity is still a strong religion? To be able to recognise and sort festivals into Christian and not Christian. To be able to recognise festivals, objects and symbols associated with a range of festivals</p>



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	Y1	Y2	Y3	Y4	Y5	Y6
					<p>ladder. A bad decision goes down or back. Ch to show understand of how this links to our school rules?</p> <p>2. To understand that Hindus believe that a good deed will bring rewards but might not be in this lifetime. Hindus believe people build up Karma. Recall Prince Rama and his good deeds. Ch to be able to compare Karma to this idea of Samsara (reincarnation). Christians death and heaven. Draw time lines to show.</p> <p>3.Ch to make a piece of creative work to show what they believe about what happens when the physical body dies.</p> <p>What is the best way for a Christian to show commitment to God?</p> <p>1.Class debate: Is it ok to tell lies? Ch to look at the ten commandments and identify which commandments are the most important? Look at Galatians 5:14-14 Ch to show understanding of the term, ove thy neighbour as yourself. What does this mean. Who are your neighbours? Look at Galatians 5 22-26. which</p>	<p>3.To explore and decide if Christianity was motivating people to do good in the world, would this show it was still a strong religion? Research CAFOD/ Christian Aid (Mrs Trimby)/ Salvation Army/Traidcraft. Does this show that religion is still strong? To recognise that some countries persecute people for being Christians. To show understanding that some people are suffering for their beliefs</p> <p>4.To identify where else in British society do you see the influence of Christianity? (People take an oath in court, Christian buildings) Ch to be able to create ten commandments for people to live by If they were starting a religion now to make the world a better place.</p> <p>Does belief in Akhirah help Muslims lead good lives?</p> <p>1.To show understating of what is meant by a good life in their own and religious terms. In what ways do ch demonstrate leading good lives? To explore rewards and consequences that can motivate people.</p> <p>2.To explore heaven, hell, right and wrong.</p>



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	Y1	Y2	Y3	Y4	Y5	Y6
					<p>states for a Christian who is committed to God then the holy spirit to live in them. Ch to show understanding of what the holy spirit is how it lives inside of a Christian.</p> <p>2. Ch to recognise Famous Christians who have dedicated their life to God- e.g. Mother Teresa, Martin Luther King</p> <p>To think about and discuss the question, do you have to go to church every Sunday to show your commitment?</p> <p>To show understanding of communion and taking the communion- what is this? What does it mean to Christians?</p> <p>To show understanding of different types of prayers. Saying prayers: types of prayers do we say?</p>	<p>3.To explore does belief in Akhirah help Muslims lead good lives. To recognise Muhammad, the Qur'an? And what it looks like for a Muslim to put God in front of themselves?</p> <p>To be familiar with the 8 doors of heaven?</p> <p>4.To Research and become familiar with Muslim beliefs/ attitudes towards food, clothes, women, marriage, family life, older people and education.</p> <p>To discuss what heaven means to them</p> <p>5.To discuss how far you would go to stand up for what you believe in?</p> <p>To find out about war including WW2 and Iraq. To discuss and explore how they feel about war?</p> <p>Is war, ever right? What are the alternatives?</p> <p>6.To be familiar with the concept of Jihad. To collect examples of what Muslims may consider to be wrong.</p> <p>7. To explore and become familiar with what the Qur'an teaches. To challenge stereotypes.</p> <p>8.To look at and show understanding of situations which would help get a Muslim into heaven? Refer back to initial lesson.</p> <p>9.To look at optical illusions and show understanding that there are different interpretations of what they see. Do we all see things in the same way?</p>



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	Y1	Y2	Y3	Y4	Y5	Y6
						To discuss and understand the term 'stereotypes' and why the world could live without them.



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	Y1	Y2	Y3	Y4	Y5	Y6
skills they should have	<p><u>By the end of Y1 the skills we should have...</u> <u>Thinking about religion</u> •recall features of religious, spiritual and moral stories and other forms of religious expression •recognise and name features of religions and beliefs</p> <p><u>Enquiring, investigating and interpretation</u> •identify what they find interesting and puzzling in life •recognise symbols and other forms of religious expression</p>	<p><u>By the end of Y2 the skills we should have...</u> <u>Thinking about religion</u> retell religious, spiritual and moral stories •identify how religion and belief is expressed in different ways •identify similarities and differences in features of religions and beliefs</p> <p><u>Enquiring, investigating and interpretation</u> recognise that some questions about life are difficult to answer •ask questions about their own and others' feelings and experiences •identify possible meanings for symbols and other forms of religious expression</p>	<p><u>By the end of Y3 the skills we should have</u> <u>Thinking about religion</u> make links between beliefs, stories and practices •identify the impacts of beliefs and practices on people's lives •identify similarities and differences between religions and beliefs</p> <p><u>Enquiring, investigating and interpretation</u> investigate and connect features of religions and beliefs •ask significant questions about religions and beliefs •describe and suggest meanings for symbols and other forms of religious expression</p>	<p><u>By the end of Y4 the skills we should have...</u> <u>Thinking about religion</u> •comment on connections between questions, beliefs, values and practices •describe the impact of beliefs and practices on individuals, groups and communities •describe similarities and differences within and between religions and beliefs</p> <p><u>Enquiring, investigating and interpretation</u> gather, select, and organise ideas about religion and belief •suggest answers to some questions raised by the study of religions and beliefs •suggest meanings for arrange of forms of religious expression, using appro vocabulary</p>	<p><u>By the end of Y5 the skills we should have...</u> <u>Thinking about religion</u> •explain connections between questions, beliefs, values and practices in different belief systems •recognise and explain the impact of beliefs and ultimate questions on individuals and communities •explain how and why differences in belief are expressed.</p> <p><u>Enquiring, investigating and interpretation</u> suggest lines of enquiry to address questions raised by the study of religions and beliefs •suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence</p>	<p><u>By the end of Y6 the skills we should have...</u> <u>Thinking about religion</u> •use religious and philosophical terminology and concepts to explain religions, beliefs and value systems •explain some of the challenges offered by the variety of religions and beliefs in the contemporary world •explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures</p> <p><u>Enquiring, investigating and interpretation</u> identify the influences on, and distinguish between, different viewpoints within religions and beliefs •interpret religions and beliefs from different perspectives •interpret the significance and impact of different forms of religious and spiritual expression</p>



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	Y1	Y2	Y3	Y4	Y5	Y6
	<p><u>Beliefs and teachings (what people believe)</u> recount outlines of some religious stories</p> <p><u>Beliefs and teachings (what people do)</u> recognise features of religious life and practice</p> <p><u>Expression and language (how people express themselves)</u> recognise some religious symbols and words</p>	<p><u>Beliefs and teachings (what people believe)</u> retell religious stories and identify some religious beliefs and teachings</p> <p><u>Beliefs and teachings (what people do)</u> identify some religious practices, and know that some are characteristic of more than one religion</p> <p><u>Expression and language (how people express themselves)</u> suggest meanings in religious symbols, language and stories</p>	<p><u>Beliefs and teachings (what people believe)</u> describe some religious beliefs and teachings of religions studied, and their importance</p> <p><u>Beliefs and teachings (what people do)</u> describe how some features of religions studied are used or exemplified in festivals and practices</p> <p><u>Expression and language (how people express themselves)</u> make links between religious symbols, language and stories and the beliefs or ideas that underlie them</p>	<p><u>Beliefs and teachings (what people believe)</u> describe the key beliefs and teachings of the religions studied, connecting them accurately with other features of the religions making some comparisons between religions</p> <p><u>Beliefs and teachings (what people do)</u> show understanding of the ways of belonging to religions and what these involve</p> <p><u>Expression and language (how people express themselves)</u> show, using technical terminology, how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for some symbols, stories and language</p>	<p>•recognise and explain diversity within religious expression.</p> <p><u>Beliefs and teachings (what people believe)</u> explain how some beliefs and teachings are shared by different religions and how they make a difference to the lives of individuals and communities</p> <p><u>Beliefs and teachings (what people do)</u> explain how selected features of religious life and practice make a difference to the lives of individuals and communities</p> <p><u>Expression and language (how people express themselves)</u> explain how some forms of religious expression are used differently by individuals and communities</p>	<p><u>Beliefs and teachings (what people believe)</u> make comparisons between the key beliefs, teachings and practices of the Christian faith and other faiths studied, using a wide range of appropriate language and vocabulary</p> <p><u>Beliefs and teachings (what people do)</u> explain in detail the significance of Christian practices, and those of other faiths studied, to the lives of individuals and communities.</p> <p><u>Expression and language (how people express themselves)</u> compare the different ways in which people of faith communities express their faith.</p>



'Dream. Believe. Achieve'
 Polite Positive Proud Persistent

South Hiendley Primary School - Religious Education Progression Skill Grid 2021-2022.

Y1	Y2	Y3	Y4	Y5	Y6
<p><u>Identity and experience (making sense of who we are)</u> identify aspects of own experience and feelings, in religious material studied</p>	<p><u>Identity and experience (making sense of who we are)</u> respond sensitively to the experiences and feelings of others, including those with a faith</p>	<p><u>Identity and experience (making sense of who we are)</u> compare aspects of their own experiences and those of others, identifying what influences their lives</p>	<p><u>identity and experience (making sense of who we are)</u> ask questions about the significant experiences of key figures from religions studied and suggest answers from own and others' experiences, including believers</p>	<p><u>Identity and experience (making sense of who we are)</u> make informed responses to questions of identity and experience in the light of their learning</p>	<p><u>Identity and experience (making sense of who we are)</u> discuss and express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths.</p>
<p><u>Meaning and purpose (making sense of life)</u> identify things they find interesting or puzzling, in religious materials studied</p>	<p><u>Meaning and purpose (making sense of life)</u> realise that some questions that cause people to wonder are difficult to answer</p>	<p><u>Meaning and purpose (making sense of life)</u> compare their own and other people's ideas about questions that are difficult to answer</p>	<p><u>Meaning and purpose (making sense of life)</u> ask questions about puzzling aspects of life and experiences and suggest answers, making ref to the teaching of religions studied</p>	<p><u>Meaning and purpose (making sense of life)</u> make informed responses to questions of meaning and purpose in the light of their learning</p>	<p><u>Meaning and purpose (making sense of life)</u> express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths</p>
<p><u>Values and commitments (making sense of right and wrong)</u> identify what is of value and concern to themselves, in religious material studied</p>	<p><u>Values and commitments (making sense of right and wrong)</u> respond sensitively to the values and concerns of others, including those with a faith, in relation to matters of right and wrong</p>	<p><u>Values and commitments (making sense of right and wrong)</u> make links between values and commitments, including religious ones, and their own attitudes or behaviour</p>	<p><u>Values and commitments (making sense of right and wrong)</u> ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues</p>	<p><u>Values and commitments (making sense of right and wrong)</u> make informed responses to people's values and commitments (including religious ones) in the light of their learning</p>	<p><u>Values and commitments (making sense of right and wrong)</u> make informed responses to people's values and commitments (including religious ones) in the light of their learning They will use different techniques to reflect deeply</p>