

R.E Skills Progression 2024-25
Slingsby CP Primary School

	EYFS/Year 1	Year 2	Year 3/4	Year 5/6
Believing	<p>Children will...</p> <ul style="list-style-type: none"> *talk about some religious stories using new vocabulary * recognise some religious words, e.g. about God, holy books or places of worship * identify some of their own feelings in the stories they hear *identify a sacred text e.g. Bible * talk about the fact that Christians believe in God and follow the example of Jesus. *Recognise some Christian symbols and images used to express ideas about God. *Talk about some simple ideas about Christian beliefs about God and Jesus. * Re-tell a story that shows what Christians might think about God, in words, drama or pictures, suggesting what it means. 	<p>Children will...</p> <ul style="list-style-type: none"> * Talk about the fact that Muslims believe in God (Allah) and follow the example of the Prophet Muhammad * Recognise that Muslims do not draw Allah or the Prophet Muhammad *Talk about some simple ideas about Muslim beliefs about God * Re-tell a story about the life of the Prophet Muhammad * Recognise some objects used by Muslims and suggest why they are important * Make links between what the Holy Qur'an says and how Muslims behave * Talk about the fact that Jewish people believe in God. * Recognise that some Jewish people remember God in different ways * Talk about how the mezuzah in the home reminds Jewish people about God * Re-tell a story that shows what Jewish people at the festivals of Sukkot, Chanukah or Pesach might think about God, suggesting what it means * Make links between some Jewish teachings and how Jewish people live 	<p>Children will...</p> <ul style="list-style-type: none"> *Retell and suggest the meanings of stories from sacred texts about people who encountered God. *Describe some of the ways in which Christians Hindus and/or Muslims describe God *Make connections between some of Jesus' teachings and the way Christians live today. * Describe how Christians celebrate Holy Week and Easter Sunday *Give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter *Make connections between the Easter story of Jesus and the wider 'big story' of the Bible, reflecting on why this inspires Christians 	<p>Children will...</p> <ul style="list-style-type: none"> *Give two reasons why a Christian believes in God and one why an atheist does not *outline clearly a Christian understanding of what God is like, using examples and evidence *Give simple definitions of some key terms to do with life after death, e.g. salvation, heaven, reincarnation *outline Christian, Hindu and/or non-religious beliefs about life after death

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	<ul style="list-style-type: none"> * Ask some questions about believing in God and offer some ideas of their own. *Make links between what Jesus taught and what Christians believe and do. 	<ul style="list-style-type: none"> * Talk about some of the stories that are used in religion and why people still read them * Re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories *Make links between the messages within sacred texts and the way people live. 		
Expressing	<p>Children will...</p> <ul style="list-style-type: none"> *talk about people who are special to them * hold conversations about what makes their family and friends special to them *recall and talk about stories of Jesus as a friend to others using new vocabulary *recognise that there are special places where people go to worship, and talk about what people do there *identify at least three objects used in worship in two religions. *identify special objects and symbols found in a place where people 	<p>Children will...</p> <ul style="list-style-type: none"> * Identify a special time they celebrate and explain simply what celebration means. * Talk about ways in which Jesus was a special person who Christians believe is the Son of God * Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion. * Re-tell stories connected with Christmas/Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers * Suggest meanings for some symbols and actions used in religious celebrations 	<p>Children will...</p> <ul style="list-style-type: none"> *Identify at least two promises made by believers at commitment ceremonies and say why they are important *suggest reasons why marking these milestones of life are important to Christians, Hindus and/or Jewish people *explain similarities and differences between ceremonies of commitment *recognise and identify some differences between religious festivals and other types of celebrations *ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid) 	<p>Children will...</p> <ul style="list-style-type: none"> *Respond sensitively to religious engagements with racism with ideas of their own *Understand the challenges racism presents to human communities and consider different religious responses *consider and evaluate the significance of at least three key ideas about racism they have studied, in relation to their own ideas *respond with ideas of their own to the title question

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	<p>worship and be able to say something about what they mean and how they are used</p> <p>*talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe.</p> <p>*ask good questions during a school visit about what happens in a church, synagogue or mosque.</p>		<p>*Suggest how and why religious festivals are valuable to many people</p>	<p>*Show understanding of the value of sacred buildings and art.</p> <p>*suggest reasons why some believers see generosity and charity as more important than buildings and art</p>
<p>Living</p>	<p>Children will...</p> <p>* talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world</p> <p>* re-tell stories about creation and nature, talking about what they say about the world, God, human beings</p> <p>* express ideas about how to look after animals and plants</p> <p>* talk about what people do to mess up the</p>	<p>Children will...</p> <p>*talk about issues of good and bad, right and wrong arising from the stories.</p> <p>* talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more.</p> <p>* use creative ways to express their own ideas about the creation story and what it says about what God is like</p> <p>* answer the title question thoughtfully, in the light of their learning in this unit</p>	<p>Children will...</p> <p>*Find out at least two teachings from religions about how to live a good life</p> <p>*Discuss their own and others' ideas about how people decide about right and wrong</p> <p>*express ideas about right and wrong, good and bad for themselves, including ideas about love, forgiveness, honesty, kindness and generosity</p> <p>*Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs,</p>	<p>Children will...</p> <p>*express their own ideas about some big moral concepts, such as fairness, honesty etc., comparing them with the ideas of others they have studied</p> <p>*apply ideas about what really matters in life for themselves, including ideas about fairness, freedom, truth, peace, in the light of their learning</p> <p>*Find out about two examples of religious</p>

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	<p>world and what they do to look after it. *talk about issues of good and bad, right and wrong arising from the stories. * talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more. * use creative ways to express their own ideas about the creation story and what it says about what God is like * answer the title question thoughtfully, in the light of their learning in this unit</p>	<p>*express creatively their own responses to the stories and celebrations studied, talking about what they have learned *discuss their own ideas about how stories, celebrations and actions (rituals) can help people to get along with each other</p>	<p>including pupils themselves, help others *Discuss and present ideas about what it means to be a Hindu in Britain today, making links with their own experiences</p>	<p>projects seeking to have an environmental impact *Discuss their own and others' ideas about the kinds of collaboration, activism and commitment needed to 'save the Earth' *Express ideas about key questions to do with the need for 'greener religions'</p>
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