

Progression of skills in Religious Education



ROSEHILL INFANT & NURSERY SCHOOL

Progression of Skills in Religious Education

“RE explores big questions about life, in order to find out what people believe and what difference this makes to how they live, so that pupils can make sense of religion and worldviews, reflecting on their own ideas and ways of living.”

Year Group: Nursery

Activities children engage in during their nursery years are experiences which provide the building blocks for later development. Starting with things which are familiar to the children, and providing lots of hands- on activities and learning are an important part of pupils’ learning at this stage.

RE is non-statutory In Nursery

Possible resources: Please refer to Derbyshire and Derby City Agreed Syllabus for Religious Education 2020–2025

Key vocabulary: Christianity -, Bible, Christmas, Church, Easter, God, Harvest, Jesus, Prayer, Vicar, Hinduism- Diwali, , Hindu, Hinduism, , Pray, Rama, , Sita, Islam- Allah, Islam, Mosque, Muslim, Quran

Autumn 1 objectives Which people are special and why? Believing	Autumn 2 objectives Which times are special and why? Expressing	Spring 1 objectives Which stories are special and why? Believing	Spring 2 objectives What is special about our world? Living	Summer 1 objectives Which places are special and why? Expressing	Summer 2 objectives Where do we belong? Living
<ul style="list-style-type: none"> talk about people who are special to them say what makes their family and friends special to them 	<ul style="list-style-type: none"> talk about somewhere that is special to themselves, saying why be aware that some religious people have places which have special meaning for them 	<ul style="list-style-type: none"> talk about some religious stories recognise some religious words, e.g. about God 	<ul style="list-style-type: none"> talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world 	<ul style="list-style-type: none"> talk about somewhere that is special to themselves, saying why be aware that some religious people have places which have special meaning for them 	<ul style="list-style-type: none"> re-tell religious stories making connections with personal experiences share and record occasions when things have happened in their lives that made them feel special recall simply what happens at a traditional Christian infant baptism and dedication additional opportunity if you have children from religions other than Christianity in your setting recall simply what happens when a baby is welcomed into a religion other than Christianity
Assessment		<ul style="list-style-type: none"> Identify simple features of religious life and practice in a family context Recognise a number of religious words Name some religious 			

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opportunity		symbols • Name some religious artefacts • Talk about religious events that they see or hear about e.g. festivals, ceremonies • Talk about what people wear because of their beliefs • Visit a local place of worship • Talk to someone who holds a particular religious belief			
Year Group: Reception					
Pupils begin to explore the world of religion and belief in terms of special people, times, places and objects. They listen to, and talk about, religious stories which may raise interesting questions. They are introduced to specialist words and use their senses in exploring religious beliefs, practices and forms of expression					
Possible resources: Please refer to Derbyshire and Derby City Agreed Syllabus for Religious Education 2020–2025					
Key vocabulary: Christianity - Bible, Christmas, Church, Easter, God, Harvest, Jesus, Prayer, Vicar, Hinduism- Diwali, , Hindu, Hinduism, , Pray, Rama, , Sita, Islam- Allah, Islam, Mosque, Muslim, Quran. Judaism- Synagogue: Ark, , Sikhism - Sikh, Sikhism					
Autumn 1 objectives Which people are special and why?	Autumn 2 objectives Which times are special and why?	Spring 1 objectives Which stories are special and why?	Spring 2 objectives What is special about our world?	Summer 1 objectives Which places are special and why?	Summer 2 objectives Where do we belong?
<ul style="list-style-type: none"> talk about people who are special to them say what makes their family and friends special to them identify some of the qualities of a good friend reflect on the question 'Am I a good friend?' recall and talk about stories of Jesus as a friend to others recall stories about special people in other religions and talk about what we can learn from them. 	<ul style="list-style-type: none"> talk about somewhere that is special to themselves, saying why be aware that some religious people have places which have special meaning for them talk about the things that are special and valued in a place of worship identify some significant features of sacred places recognise a place of worship get to know and use appropriate words to talk about their thoughts and feelings when visiting a church. 	<ul style="list-style-type: none"> identify some of their own feelings in the stories they hear identify a sacred text e.g. Bible, Qur'an talk about what Jesus teaches about keeping promises and say why keeping promises is a good thing to do talk about what Jesus teaches about saying 'thank you', and why it is good to thank and be thanked. 	<ul style="list-style-type: none"> talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world re-tell stories, talking about what they say about the world, God, human beings think about the wonders of the natural world, expressing ideas and feelings express ideas about how to look after animals and plants talk about what people do to mess up the world and what they do to look after it. 	<ul style="list-style-type: none"> talk about somewhere that is special to themselves, saying why be aware that some religious people have places which have special meaning for them talk about the things that are special and valued in a place of worship identify some significant features of sacred places recognise a place of worship get to know and use appropriate words to talk about their thoughts and feelings when visiting a church. 	<ul style="list-style-type: none"> re-tell religious stories making connections with personal experiences share and record occasions when things have happened in their lives that made them feel special recall simply what happens at a traditional Christian infant baptism and dedication additional opportunity if you have children from religions other than Christianity in your setting recall simply what happens when a baby is welcomed into a religion other than Christianity
• Assessment		Recognise simple religious beliefs or teachings			

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Talk about some aspects of a religious or belief story

Introduce key theological vocabulary such as 'God'.

Recreate religious and belief stories through small world play.

Recognise simple religious beliefs or teachings

Talk about some aspects of a religious or belief story Introduce key theological vocabulary such as 'God'.

Recreate religious and belief stories through small world play.

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Year Group: Year 1

Possible resources: Please refer to Derbyshire and Derby City Agreed Syllabus for Religious Education 2020–2025

Key vocabulary: Christianity - Advent, Baptism, Bible, Christ, Christmas, Church, Creation, Disciple, Easter, Faith, God, Harvest, Holy, Hymn, Jesus, Prayer, Priest, Vicar, Worship. Hinduism- Aum or Om, Brahman, Diwali, Ganesh, Gods and goddesses, Hindu, Hinduism, Mandir, Offering, Pray, Rama, Shiva, Shrine, Sita, Vishnu, Worship Islam- Allah, Islam, Mosque, Muslim, Prophet, Quran. Judaism- Synagogue: Ark, Kippah, Torah Scrolls, Yad, Shabbat: Jewish Life: Chanukah, Dreidel, Maccabees, One God (YHVH), Purim, Rosh Hashanah, Sikhism - Five K's Gurdwara, Respect, Sharing, Sikh, Sikhism Singh, Turban

Autumn 1 objectives Who is a Christian and what do they believe? Strand: Believing Part 1	Autumn 2 objectives 1.6 How and why do we celebrate special and sacred times? (Part 1) Strand: Expressing	Spring 1 objectives 1.2 Who is a Muslim and what do they believe? Strand: Believing	Spring 2 objectives 1.7 What does it mean to belong to a faith community? Strand: Living	Summer 1 objectives 1.5 What makes some places sacred? Strand: Expressing	Summer 2 objectives 1.1 Who is a Christian and what do they believe? Strand: Believing PART 2
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Emerging:

Talk about the fact that Christians believe in God and follow the example of Jesus (A1). Recognise some Christian symbols and images used to express ideas about God (A3).

Expected:

Talk about some simple ideas about Christian beliefs about God and Jesus (A1). Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means (A2). Talk about issues of good and bad, right and wrong arising from the stories (C3). Ask some questions about believing in God and offer some ideas of their own (C1).

Exceeding:

Make links between what Jesus taught and what

Emerging:

Identify a special time they celebrate and explain simply what celebration means (A1). Talk about ways in which Jesus was a special person who Christians believe is the Son of God (A2).

Expected:

Identify some ways Christians celebrate Christmas /Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion (A1). Re-tell stories connected with Christmas/Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers (A2). Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion (B1).

Collect examples of what people do,

Emerging:

Talk about the fact that Muslims believe in God (Allah) and follow the example of the Prophet Muhammad identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr (A1).

Recognise that Muslims do not draw Allah or the Prophet, but use calligraphy to say what God is like (A3).

Expected:

Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah (A1). Re-tell a story about the life of the Prophet Muhammad (A2). Recognise some objects

Emerging:

Talk about what is special and of value about belonging to a group that is important to them (B2). Show an awareness that some people belong to different religions (B1).

Expected:

Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers (A3). Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean (A1). Identify two ways people show they belong to each other when they get married (A1). Respond to examples of co-

Emerging:

•Recognise that there are special places where people go to worship, and talk about what people do there (A1). Identify at least three objects used in worship in two religions (A3). **Expected:** •Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used (A3). Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe (B2). Describe some of the ways in which people use music in worship, and talk about how different kinds of music makes them feel (C1). Ask good questions during a school visit about what happens in a

Emerging:

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Christians believe and do (A2). Respond thoughtfully to a piece of Christian music and a Bible text that inspired it (B1).

give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers (C1).

Exceeding:

Suggest meanings for some symbols and actions used in religious celebrations, including

Easter/Christmas, Chanukah and/or Eid-ul-Fitr (A3). identify some similarities and differences between the celebrations studied (B3).

used by Muslims and suggest why they are important (A2).

Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel (B1).

Exceeding:

Make links between what the Holy Qur'an says and how Muslims behave (A2).

Ask some questions about God that are hard to answer and offer some ideas of their own (C1).

operation between different people (C2)

Exceeding:

Give examples of ways in which believers express their identity and belonging within faith communities, responding sensitively to differences (B2).

Identify some similarities and differences between the ceremonies studied (B3).

church, synagogue or mosque (B1).

Exceeding:

Suggest meanings to religious songs, responding sensitively to ideas about thanking and praising (A2).

Show that they have begun to be aware that some people regularly worship God in different ways and in different places (B3).

Respond thoughtfully to a piece of Christian music and a Bible text that inspired it (B1).

Assessment and key questions

Please refer to the RE syllabus Assessment pyramids

Key questions

- What do religious people say God is like?
- Why is light an important symbol for many religious believers?
- What do XXXX remember at XXXX? E.g. what do Jews remember at Passover?
- What might XXXX learn from the XXXX narrative? E.g. what might Hindus learn from the Diwali narrative?
- What might xxx learn from the story of xxxxx? E.g. what might Jews learn about God from the story of Abraham?
- What do Christians believe God is like?
- Who made the world?
- Why does Christmas matter to Christians?
- Why does Easter matter to Christians?

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Year Group: Year 2

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<p style="text-align: center;">Autumn 1 objectives Who is a Muslim and what do they believe? Strand: Believing</p>	<p style="text-align: center;">Autumn 2 objectives How and why do we celebrate special and sacred times? Strand Expressing</p>	<p style="text-align: center;">Spring 1 objectives What can we learn from sacred books? Strand: Believing</p>	<p style="text-align: center;">Spring 2 objectives Who is Jewish and what do they believe? Strand Living</p>	<p style="text-align: center;">Summer objectives How should we care for others and the world, and why does it matter? Strand Living</p>
<p>Emerging: Talk about the fact that Muslims believe in God (Allah) and follow the example of the Prophet Muhammad identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr (A1). Recognise that Muslims do not draw Allah or the Prophet, but use calligraphy to say what God is like (A3).</p> <p>Expected: Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah (A1). Re-tell a story about the life of the Prophet Muhammad (A2). Recognise some objects used by Muslims and suggest why they are important (A2). Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel (B1).</p> <p>Exceeding: Make links between what the Holy Qur'an says and how Muslims behave (A2). Ask some questions about God that are hard to answer and offer some ideas of their own (C1).</p>	<p>Emerging: Identify a special time they celebrate and explain simply what celebration means (A1). Talk about ways in which Jesus was a special person who Christians believe is the Son of God (A2). Expected: Identify some ways Christians celebrate Christmas/Easter/ Harvest/Pentecost and some ways a festival is celebrated in another religion (A1). Re-tell stories connected with Christmas/Easter/ Harvest/Pentecost and a festival in another religion and say why these are important to believers (A2). Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion (B1). collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers (C1).</p> <p>Exceeding: Suggest meanings for some symbols and actions used in religious celebrations, including Easter/Christmas, Chanukah and/or Eid-ul-Fitr (A3). Identify some similarities and differences between the celebrations studied (B3).</p>	<p>Emerging: Talk about some of the stories that are used in religion and why people still read them (A2). Recognise some ways in which Christians, Muslims and Jewish people treat their sacred books (B3).</p> <p>Expected: Recognise that sacred texts contain stories which are special to many people and should be treated with respect (B3). Re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories (A2). Ask and suggest answers to questions arising from stories Jesus told and from another religion (C1). Talk about issues of good and bad, right and wrong arising from the stories (C3).</p> <p>Exceeding: Suggest their own ideas about stories from sacred texts and give reasons for their significance (C1). Make links between the messages within sacred texts and the way people live (A2).</p>	<p>Emerging: Talk about the fact that Jewish people believe in God (A1). Recognise that some Jewish people remember God in different ways (e.g. mezuzah, on Shabbat) (A3).</p> <p>Expected: Talk about how the mezuzah in the home reminds Jewish people about God (A3). Talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat (B1). 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 (A2). Ask some questions about believing in God and offer some ideas of their own (C1).</p> <p>Exceeding: Make links between some Jewish teachings and how Jewish people live (A2). Express their own ideas about the value of times of reflection, thanksgiving, praise and remembrance, in the light of their learning about why Jewish people choose to celebrate in these ways (C1).</p>	<p>Emerging: Talk about how religions teach that people are valuable, giving simple examples (B1). Recognise that some people believe God created the world and so we should look after it (A2).</p> <p>Expected: Re-tell Bible stories and stories from another faith about caring for others and the world (A2). Identify ways that some people make a response to God by caring for others and the world (B1). Talk about issues of good and bad, right and wrong arising from the stories (C3). Talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more (C2). Use creative ways to express their own ideas about the creation story and what it says about what God is like (C1).</p> <p>Exceeding: Give examples of ways in which believers put their beliefs about others and the world into action, making links with religious stories (B1). Answer the title question thoughtfully, in the light of their learning in this unit (C1)</p>

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Assessment opportunity

Please refer to the RE syllabus Assessment pyramids

They relate closely to the threefold aims of RE (see p.6) and are helpful in planning to support pupils' progress towards the end of key stage outcomes.

Key questions

- Why do people have different views about the idea of 'God'?
- What do my senses tell me about the world of religion and belief?
- What is puzzling about the world of religion and belief?
- What is 'good' and what is 'bad'?
- How do people decide what is right and wrong?
- What questions do religious stories make us ask? Can we find any answers?
- How do festivals/celebrations bring people together?
- Where is the religion around us?
- What does it mean to belong to the XXXX community?
- What happens in the daily life of a XXXX?
- What does it mean to be part of a religious family?
- Why are symbols and artefacts important to some people?
- How do worship gatherings/ceremonies give xxx a sense of identity and belonging?