

# Chambersbury Primary School



## RE Progression Map

### MUST-HAVE SKILLS and KNOWLEDGE

	Beliefs and Practices	Sources of Wisdom	Symbols and Actions	Prayer, Worship and Reflection	Identity and Belonging	Ultimate Questions	Human Responsibilities and Values	Justice and Fairness
<b>EYFS SKILLS</b>	Share their own beliefs, ideas and values. Explore different ways of living.	Listen and respond to a range of stories that engage them including faith stories.	Engage with artefacts, people and places. Explore at least one place of significance for a religious family. Share what's important to them.	Learn about key figures in their own lives and key members of a local religious group. Listen and respond to visitors from faith communities. Talk about prayer and worship and experience times of quiet and stillness	Explore how people know that they belong to a family and other groups, including religious group	Develop appreciation and wonder of the world in which they live. Ask questions that are philosophically challenging and consider answers	How people care for each other and the importance of this for relationships. Develop an awareness of their own value and that of others	Understand right and wrong and why. Consider the consequences of their words and actions for themselves and other
<b>EYFS KNOWLEDGE</b>	Making relationships, self-confidence and self-awareness, managing feelings and behaviour; Understanding of the world: people and communities	Communication and language: listening and attention, speaking; Understanding of the world: people and communities	Understanding of the world: people and communities	Understanding of the world: people and communities	Making relationships, self-confidence and self-awareness, managing feelings and behaviour	Understanding of the world: expressive arts and design: being imaginative	Communication and language: speaking	Making relationships, managing feelings and behaviour
<b>Year 1 SKILLS</b>	1. Give at least one example of belief and practice, such as a festival, worship and/or ritual and share some meanings behind them	1. Respond to religious and moral stories. 2. Begin to raise questions about some sources of wisdom and their origins	1. Give at least one example of a religious symbol or action and explain how it is used	1. Talk about how and where some worshippers pray. 2. Respond to periods of stillness and reflection	1. Talk about things and people that matter to them and how people belong to groups including faith groups	1. Demonstrate curiosity about the wonder of the world, asking and beginning to respond to a range of questions about it	1. Respond to faith stories and examples of showing care and concern for humanity and the world	1. Respond to moral stories and demonstrate what it means to be right and wrong, just and fair
<b>Year 1 KNOWLEDGE Focus: Christianity and Judaism</b>	Understand significance of: <ul style="list-style-type: none"> <li>Christingle (Christianity)</li> <li>Hannukah (Judaism)</li> <li>Easter</li> </ul>	Name holy books and understand how they are handled <ul style="list-style-type: none"> <li>Bible/Lectern (Christianity)</li> <li>Torah/Ark (Judaism)</li> <li>Qur'an (Muslim)</li> </ul>	Recognise and understand the meaning of: <ul style="list-style-type: none"> <li>Cross (Christianity)</li> <li>Star of David (Judaism)</li> </ul>	Name different places of worship <ul style="list-style-type: none"> <li>Church (Christianity)</li> <li>Synagogue (Judaism)</li> </ul>	Name leaders: <ul style="list-style-type: none"> <li>Vicar/Priest/Minister/Pastor (Christianity)</li> <li>Rabbi (Judaism)</li> <li>Where do we</li> </ul>	Begin to give opinions on questions such as: <ul style="list-style-type: none"> <li>What do Christians believe God</li> </ul>	Understand that we should take responsibility for our actions	Understand the key message of: <ul style="list-style-type: none"> <li>Importance of giving to charity</li> <li>The Lost</li> </ul>

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## **RE Progression Map**

			Explain some meaning behind: <ul style="list-style-type: none"><li>• Christingle</li></ul>		belong? Groups/family	is like? <ul style="list-style-type: none"><li>• Who made the world?</li></ul>		Sheep (Judaism /Christianity)
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## RE Progression Map

			(Christianity) • Diwali (Hinduism)					
<b>Year 2 SKILLS</b>	1. Give at least three examples of different beliefs and practices, including festivals, worship, rituals and ways of life and explain some meanings behind them	1. Retell and suggest meanings to some religious and moral stories; 2. Think, talk and ask questions about some sacred writings and sources of wisdom and the traditions from which they come	1. Give at least three examples of religious symbol or action 2. Explain how and why they express religious meaning 3. Notice some similarities between communities	1. Participate in periods or stillness and quiet 2. Explore how and where worshippers connect to prayer and worship	1. Talk with others about how groups express who they are and how individuals belong to communities including faith groups 2. Describe what a leader does and why	1. Ask and answer a range of how and why questions about belonging, meaning and truth expressing their own ideas and opinions.	1. Tell stories and share real life examples of how people show care and concern for humanity and the world. 2. Think, talk and ask questions about why people do this	1. Explain the influences of rules 2. Explore moral stories what is right and wrong, just and fair
<b>Year 2 KNOWLEDGE</b> <b>Focus:</b> <b><u>Christianity and Islam</u></b>	Discuss significance of: • Christening (Christianity) • Wudu (Islam) • Christmas (Christianity) Easter (Christianity)	Name holy books and understand how they are handled • Bible/Lectern (Christianity) • Qur'an/ Qur'an stand (Islam)	Recognise and understand the meaning of: • Cross (Christianity) • Star and Crescent (Islam)  Explain some meaning behind: • Christening (Christianity) • Wudu (Islam)	Name different places of worship • Church (Christianity) • Mosque (Islam)	Name leaders and understand roles of: • Vicar/Priest/ Minister/Pastor (Christianity) • Imam (Islam)	Able to discuss questions such as: • What do Christians believe God is like? • Who is God? • Who made the world?	Understand that we should take responsibility for our actions  Pandora's Box	Explain the importance of charity for Islam and Christianity  What is good? What is bad?
<b>Year 3 SKILLS</b>	1. Using specific religious vocabulary, describe the impact of celebrations and key moments in life	1. Raise questions and suggest meanings to three examples of either religious and moral stories, sacred writings or sources of wisdom.	1. Describe how religious beliefs, symbolic expression and actions can communicate meaning to	1. Ask and answer questions about places of prayer and worship and the impact they might make on faith communities	1. Give two examples of how individuals show that they belong to a faith community. 2. Recognise how	1. Through creative media, express an understanding of a range of ultimate questions,	1. Demonstrate an understanding of the importance of showing care and responsibility for the world,	1. Demonstrate a reflection of moral stories and why individuals make choices about what is right

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	in some religious communities	2. Identify the faith traditions from which these come and their impact on followers	individual followers. 2. Describe some Similarities between two faith communities		some religious people are guided by their religious leaders	reflecting on questions that are difficult to answer	identifying the shared values in two communities	and wrong, just and fair
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	Beliefs and Practices	Sources of Wisdom	Symbols and Actions	Prayer, Worship and Reflection	Identity and Belonging	Ultimate Questions	Human Responsibilities and Values	Justice and Fairness
<b>Year 3 KNOWLEDGE</b> <u>Christianity and Islam</u>	Discuss significance of: <ul style="list-style-type: none"> <li>Eid-ul-Adha (Islam)</li> <li>Christmas (Christianity)</li> <li>Hajj (Islam)</li> <li>Lent and Easter (Christianity)</li> </ul>	Name religious artefacts and holy books and understand how they are handled <ul style="list-style-type: none"> <li>Bible/Lectern (Christianity)</li> <li>Qur'an/ Qur'an stand (Islam)</li> <li>Prayer mat (Islam)</li> <li>The life of Muhammad (Islam)</li> </ul>	Explain some meaning behind: <ul style="list-style-type: none"> <li>Christmas (Christianity)</li> <li>Eid-ul-Adha (Islam)</li> </ul> Explain importance of: <ul style="list-style-type: none"> <li>Genuflection, wudu, foot, washing, silence and submission to Allah (Islam)</li> </ul>	Explain the role and importance of: <ul style="list-style-type: none"> <li>Mosque and the Musulla (Islam)</li> <li>Church (Christianity)</li> </ul> Church visit	Name leaders and discuss the roles of: <ul style="list-style-type: none"> <li>Vicar/Priest/ Minister/Pastor (Christianity)</li> <li>Imam (Islam)</li> </ul>	Begin to give opinions on questions such as: <ul style="list-style-type: none"> <li>What kind of world would Jesus want?</li> <li>What is it like to follow God?</li> <li>How can God be described?</li> </ul>	Understand that we should take responsibility for living together, values and respect	Understand the key messages of: <ul style="list-style-type: none"> <li>Zaccheus</li> <li>The Prodigal Son (Christianity)</li> </ul>
<b>Year 4 SKILLS</b>	1. Describe, make connections and reflect on some religious and non-religious worldviews studied 2. Use specific religious vocabulary about how celebrations and key moments in life are marked by different communities	1. Show awareness, describe and interpret a range of stories, sacred writings, psalms, poems, hymns, prayers and artefacts. 2. Develop an understanding of the impact on individual believers	1. Explain how a range of beliefs, symbolic expression and actions (verbal and non-verbal) can communicate meaning to individual followers. 2. Describe some similarities between communities	1. Describe why and where worshippers connect to prayer and worship. 2. Participate in periods of stillness and quiet thought 3. Where appropriate express personal reflections	1. Show an understanding of some of the challenges individuals face when belonging to a faith community. 2. Demonstrate how it may help them. 3. Explore how some religious people are guided by their religious leaders	1. Respond to a range of challenging 'if' and 'why' questions about making sense of the world 2. Express personal reflections based upon this	1. Illustrate how diverse communities can live together respectfully sharing the same important values and sense of responsibility	1. Consider and discuss questions on matters that are important in the world including choices about what is right and what is wrong
<b>Year 4 KNOWLEDGE</b> <u>Christianity, Hinduism and</u>	Discuss significance of: <ul style="list-style-type: none"> <li>The Last Supper (Christianity)</li> </ul>	Name religious artefacts, holy books and understand how they are handled	Recognise and understand the meaning of: <ul style="list-style-type: none"> <li>Cross</li> </ul>	Explain the role and importance of: <ul style="list-style-type: none"> <li>Church (Christianity)</li> </ul>	Name leaders and discuss the roles of: <ul style="list-style-type: none"> <li>Vicar/Priest/</li> </ul>	Discuss possible answers to questions such as:	Understand that we should take responsibility for living	Explain the importance of sharing for Christianity,

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<p><b><u>Sikhism</u></b></p>	<ul style="list-style-type: none"> <li>• Ressurrection (Christianity)</li> <li>• The Hindu Shrine (Hinduism)</li> <li>• The Langar (Sikhism)</li> </ul>	<ul style="list-style-type: none"> <li>• Bible/Lectern (Christianity)</li> <li>• Bhagavad Gita /Stand (Hinduism)</li> <li>• Guru Granth Sahib /</li> </ul>	<p>(Christianity)</p> <ul style="list-style-type: none"> <li>• Aum (Hinduism)</li> <li>• Khanda</li> <li>• 5Ks (Sikhism)</li> </ul>	<ul style="list-style-type: none"> <li>• Mandir (Hinduism)</li> <li>• Gurdwara (Sikhism)</li> </ul>	<p>Minister/Pastor (Christianity)</p> <ul style="list-style-type: none"> <li>• Priest (Hinduism)</li> <li>• Granthi</li> </ul>	<ul style="list-style-type: none"> <li>• What kind of world would Jesus want?</li> <li>• What is it like to follow</li> </ul>	<p>together, values and respect</p>	<p>Hinduism and Sikhism</p>
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	<ul style="list-style-type: none"> <li>• Puja (Hinduism)</li> <li>• Advent (Christianity)</li> <li>• Sewa (Sikhism)</li> </ul>	<ul style="list-style-type: none"> <li>• Chauri (Sikhism)</li> <li>• Puja plate (Hinduism)</li> <li>• Psalms (Christianity)</li> <li>• Vedas (Hinduism)</li> </ul>	Explain meaning behind: <ul style="list-style-type: none"> <li>• The Last Supper (Christianity)</li> <li>• The Hindu Shrine (Hinduism)</li> <li>• The Langar (Sikhism)</li> <li>• Advent Wreath</li> </ul>		<ul style="list-style-type: none"> <li>• (Sikhism)</li> <li>• Guru Gobind Singh (Sikhism)</li> </ul>	<ul style="list-style-type: none"> <li>• God?</li> <li>• What is God like to a Hindu child?</li> </ul>	Should we fight to defend or be at peace?	Baisaikhi (Sikhism)  God and the Wicked Witch (Hinduism)  Roma and Sita (Hinduism)
<b>Year 5 SKILLS</b>	1. Using religious vocabulary, compare two examples of celebrations marking key points in life's journey including pilgrimage	1. Demonstrate an understanding of the impact of sources of wisdom on individuals and give examples of how these connect to different communities	1. Describe how a range of beliefs, symbolic expression and actions can communicate meaning to individuals. 2. Identify some similarities and differences between and within two communities	1. Explain why, where and how, worshippers connect to prayer and worship. 2. Actively engage in periods of stillness; describe their reflective experiences	1. Recognise the challenges of commitment for individuals belonging to a living faith. 2. Raise questions on how faith today is shaped by identity, religious guidance and leadership both past and present	1. Raise challenging questions and suggest answers including a range of perspectives from different faiths and belief groups	1. Describe the diversity of local and national communities.  2. Identify some shared communal values and responsibilities	1. Identify and describe how people with religious and worldviews make choices about what is right and wrong

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<p><b>Year 5</b></p> <p><b>KNOWLEDGE</b></p> <p><b><u>Christianity and Judaism</u></b></p>	<p>Discuss significance of:</p> <ul style="list-style-type: none"> <li>• Jesus: Easter and the Events of Holy Week (Christianity)</li> <li>• Moses: Passover (Judaism)</li> <li>• Hannukah (Judaism)</li> </ul>	<p>Name religious artefacts holy books and understand how they are handled</p> <ul style="list-style-type: none"> <li>• Bible/Lectern (Christianity)</li> <li>• Torah/Ark (Judaism)</li> <li>• Chanukiah (Judaism)</li> <li>• Shema (Judaism)</li> </ul>	<p>Recognise and understand the meaning of:</p> <ul style="list-style-type: none"> <li>• Cross (Christianity)</li> <li>• Star of David (Judaism)</li> <li>• Mezuzah (Judaism)</li> </ul> <p>Symbolism of light</p> <p>Explain meaning behind:</p> <ul style="list-style-type: none"> <li>• Easter (Christianity)</li> <li>• Passover (Judaism)</li> </ul>	<p>Explain the role and importance of:</p> <ul style="list-style-type: none"> <li>• Church (Christianity)</li> <li>• Synagogue (Judaism)</li> <li>• Advent Christianity</li> </ul>	<p>Name leaders and discuss the roles of:</p> <ul style="list-style-type: none"> <li>• Vicar/Priest/Minister/Pastor (Christianity)</li> <li>• Rabbi (Judaism)</li> </ul>	<p>Begin to discuss possible answers to questions such as:</p> <ul style="list-style-type: none"> <li>• What does it mean if God is holy and loving?</li> <li>• 'Creation and Science' contradictory or complementary?</li> <li>• What is belief?</li> </ul>	<p>Understand the responsibilities we have for living together, the world, values and respect</p> <p>Understand the importance of rules and of following them.</p>	<p>Discuss the importance of rules:</p> <ul style="list-style-type: none"> <li>• The Ten Commandments (Christianity)</li> <li>• Kosher laws from Deuteronomy (Judaism)</li> </ul>

	Beliefs and Practices	Sources of Wisdom	Symbols and Actions	Prayer, Worship and Reflection	Identity and Belonging	Ultimate Questions	Human Responsibilities and Values	Justice and Fairness
<b>Year 6 SKILLS</b>	1. 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	1. Show awareness, respond to and interpret a range of stories, sacred writings and sources of wisdom 2. Recognise and understand the impact within different communities and on individual believers	1. Compare how and why a range of beliefs expression and actions communicate different meaning to individuals within communities. 2. Identify and describe similarities and differences between and within communities	1. Through enquiry and experience, demonstrate worshippers' connection to prayer, faith and sacred spaces	1. Show and express insights into the challenges of individual commitment, belonging and faith. 2. Raise questions on guidance and leadership in their own and others' lives	1. Present a range of views and answers to challenging questions about belonging, meaning and truth	1. Explain how diverse communities can live together identifying common values, justice, respect and shared human responsibility. 2. Use personal and critical responses to challenge how individual and collective responsibility is shaped by faith and belief	1. 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
<b>Year 6 KNOWLEDGE</b> <u>Christianity</u> <u>and</u> <u>Buddhism</u>	Discuss use and significance of: <ul style="list-style-type: none"> <li>• Meditation (Buddhism)</li> <li>• Prayer (Christianity)</li> </ul> <p>Explore</p> <ul style="list-style-type: none"> <li>• Origins of Buddhism</li> <li>• Prince Siddhartha</li> </ul>	Name religious artefacts and holy books and understand how they are handled <ul style="list-style-type: none"> <li>• Bible/Lectern (Christianity)</li> <li>• Tripitaka (Buddhism)</li> <li>• Buddha statues (Buddhism)</li> <li>• Mandala (Buddhism)</li> </ul>	Recognise and understand the meaning of: <ul style="list-style-type: none"> <li>• Cross (Christianity)</li> <li>• Wheel of Life (Buddhism)</li> </ul> <p>Explain meaning behind:</p> <ul style="list-style-type: none"> <li>• Meditation (Buddhism)</li> <li>• Prayer (Christianity)</li> </ul>	Explain the role and importance of: <ul style="list-style-type: none"> <li>• Church (Christianity)</li> <li>• Temple (Buddhism)</li> </ul>	Name leaders and discuss the roles of: <ul style="list-style-type: none"> <li>• Vicar/Priest/Minister/Pastor (Christianity)</li> <li>• Lama (Buddhism)</li> </ul>	Able to discuss possible answers to questions such as: <ul style="list-style-type: none"> <li>• What does it mean if God is holy and loving?</li> <li>• 'Creation and Science' contradictory or complementary?</li> </ul>	Understand the responsibilities we have for living together, the world, values and respect.  Relationship between humans, their environment and other living creatures.	Explain human's responsibility for caring for the environment  Eight Fold Path  Ten Commandments