

Furneux Pelham School – Knowledge and Skills Progression for *Religious Education*



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Think about beliefs, teachings, sources of wisdom & authority							
	Listen to stories, songs and poems from different communities. Use and embed new words in a range of contexts such as conversation, story-telling and role play.	Retell a religious story and talk about it the events that happen within it.	Retell a religious story and suggest meanings to some religious, spiritual and moral stories.	Describe what a believer might learn from a religious story or sacred text. Reflect and respond thoughtfully to religious stories or sacred texts.	Make links between the beliefs (teachings, sources, etc) of the different religions studied and show how they are connected to believers' lives.	Suggest reasons for the similar and different beliefs which people hold, and explain how religious sources are used to provide answers to important questions about life and morality.	Describe, connect and explain different features of religion and worldviews in terms of celebration, worship, pilgrimage and the rituals which mark important points in life
	Be able to name the worshippers of the three Abrahamic religions, where they worship and who leads the worship.	Recognise and name key features of the three Abrahamic religions and beliefs.	Identify similarities and differences in features of the three Abrahamic religions and beliefs.	Identify similarities and differences between religions and beliefs.	Describe similarities and differences within and between religions and beliefs	Explain how and why differences in belief are expressed.	Explain connections between questions, beliefs, values and practices in different belief systems.
Investigate and interpret ways of living							

	Understand what happens in the belonging ceremony of Baptism.	Recall and name different beliefs and practices, including festivals, worship rituals and religious ways of life.	Ask and respond to questions about why religious communities celebrate festivals, perform worship rituals and mark religious ways of life.	Describe and begin to make links between some of the key beliefs, festivals, rituals and ways of life that are the same and different for people of different religions.	Use the correct religious vocabulary to describe and compare the practices and experiences involved in belonging to different religious groups.	Begin to explain, with reasons, the meaning and significance of a religion or faith or no faith to individuals and communities.	Understand and explain how concepts and beliefs resonate in their own life and in the life of a believer and how this impacts on the way they or a believer chooses to live their life.
Consider ways of expressing meaning and purpose							
	Know about the cross and what it might, and does, mean to Christians. Visit the local church and explore, observe and find out about places and objects that matter to the worshippers within it.	Recognise religious art, symbols and words and talk about their meaning.	Recognise that religious symbols, words and actions express a community way of living.	Use religious vocabulary to describe some of the different ways of life as part of a faith, or no faith. To describe some religious and non-religious ways of expressing meaning.	Verbalise and/or express their own thoughts about belief, religious and non-religious ways of living. Express meaning, using a range of media.	Show understanding of the similarities and differences in forms of religious, spiritual and moral expression found within and between religions and begin to apply their knowledge to their own understanding of religious and spiritual	Consistently use correct religious and philosophical vocabulary in explaining what the significance of different forms of religious, spiritual and moral expression might be for believers.

						expression of belief and value.	
Consider questions of identity, diversity and belonging							
	Explore similarities and differences between themselves and others in the school and in Modern Britain.	Begin to ask, and find answers to, questions about the faith communities in their school and in Modern Britain.	Notice and respond sensitively to some similarities between different religious and worldviews.	Compare their own understanding of belonging with that of someone else's. Identify similarities and differences.	Verbalise their own understanding of the concept of belonging to a religious community and what this involves.	Begin to consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all and respond thoughtfully to ideas about community, values and respect.	Consider the challenges and impact of belonging to a religion today with reference to our own and other people's views on human nature and society, supporting those views with reasons and examples.
Consider questions of meaning, purpose and truth							
	Ask and answer how and why questions.	Identify what they find interesting and puzzling in life.	Recognise that some questions about life are difficult to answer. Ask questions about their own and others' feelings and experiences.	Ask important questions about life and compare their ideas with those of other people. Suggest answers to some questions raised by the study or religions and beliefs.	Begin to apply their own and others' ideas to an ultimate question and support their viewpoint with facts and evidence.	Suggest lines of enquiry to address questions raised by the study of religions and beliefs. Represent their own and the views of others about meaning,	Use reasoning and examples to express confidently insights into their own and others' views on questions about the meaning and purpose of life and the search for truth.

						purpose and truth.	Identify the influences on and distinguish between different viewpoints within religions and beliefs.
Consider questions of values and commitments							
	Understand why we have behavioural expectations and why they are important to us.	Identify what is of value and concern to themselves, in religious material studied.	Respond sensitively to the values and concerns of others, including those with a faith, in relation to matters of right and wrong.	Make links between values and commitments, including religious ones, and their own attitudes or behaviour.	Confidently ask questions about the moral decisions they make and suggest what might happen as a result of different decisions, including those made with reference to religious beliefs/values.	Apply and express their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair.	Use reasoning and a range of examples to express insights into the relationship between beliefs, teachings and world issues. Reflect on their own ideas.