

RE – Progression of Knowledge and Skills across Year Groups

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn Term	Settling in Feelings and Emotions Social skills and friendship Inspiring people Superheroes Our favourite people Our bodies Healthy eating Autumn and Harvest Christmas/celebrations	Special things: Artefacts which are not sacred/things which identify a particular religion	Special occasions/Ways of celebrating: Judaism – Jewish, New year, Rosh Hashanah, Yom Kippur	Inspirational People Founders of faith – Islam and Christianity	Worship	Rules and regulations	Rights and responsibilities
		Special dress: eg fireman, police, school uniform, religious leaders	Special Occasions/Ways of celebrating: Divali (Hindu): Hanukah – Jewish Festival of Light, Christmas	Religious Stories: Compare and contrast different stories from different faiths – e.g. compare Christmas story from Islam and Christianity	Water in religion	Social justice	Choices
Spring Term	Winter Cold lands Arctic and Antarctic animals Maps and Map reading Journeys and vehicles People who help us Easter/celebrations The sea Space	Special People – Jesus, God, Allah,	New beginnings: Hajj – 5 th pillar of Islam , Story of Epiphany (3 Kings) theme gifts and giving Babushka (Russian Story/journey)	Festivals and Celebrations	Birth	Art and religion	Sacred texts
		Special People – Religious Leaders, Prophets, Stories jobs: priest, Imam	New beginnings: Lent, Temptations of Jesus, Ramadan, Easter – symbols (egg new life)	Symbols	Death	Hinduism	Sikhism
Summer Term	Traditional Tales Plants and growing things to eat Minibeasts Dinosaurs and monsters Materials and their properties Recycling and eco week Rainforests Growing up Using technology	Creation story	Places of worship: Church, Mosque – compare and contrast, Focused visit – church and mosque	Faiths in the Community	Pilgrimages	Charities	Faiths in the community
		“Our World” Managing our environment/relationships of humans with animals and environment	Places of worship: Temple, Synagogue – compare and contrast, Focused visit – Neasden Hindu Temple	Judaism	Our world and religious attitudes towards nature	Places of worship	Buddhism
Assessment Objective 1 (AO1) <i>Learning ABOUT religion and beliefs</i>	Children should be able to talk about what items and people are important to them and to others. They should be able to show awareness and sensitivity towards their own, and others’, needs and feelings as well as demonstrate respect for different ways of life. At this stage, they should also be able to describe some religious stories and describe some religious objects, such as those found in a church.	Pupils can remember religious stories and talk about them. They can remember the right names for things that are special to believers. They can talk about religious art, symbols and words.	Pupils can tell religious stories and talk about them. They can talk about some of the things that are the same for religious people. They can say what some symbols stand for, and say what some of the art and music is about.	Pupils can describe some religious sources and explain that these teachings affect religious groups. They can use the right religious words to describe and to briefly compare different practices and experiences.	Pupils can describe some reasons for why people belong to religions and explain how similarities and differences between religions can make a difference to the lives of individuals and communities. They use a wider religious vocabulary and have begun to suggest reasons for similarities and differences in the answers given to moral questions and have begun to explain how religious sources are used to provide answers to such questions.		
Assessment Objective 2 (AO2) <i>Learning FROM religion and beliefs</i>	Children should be able to talk about what a story might mean and what it means to them. They should begin to talk about what they find interesting and puzzling. They should be able to say what is wrong and what is right.	Pupils can talk about things that happen to them. They can talk about what they find interesting or puzzling. They can talk about what is important to them.	Pupils can ask about what happens to others with respect for their feelings. They can talk about some things in stories that make people ask questions. They can talk about what is important to them and to others with respect for their feelings.	Pupils can ask questions about the meaning of life and about identity. They have begun to give their opinion with reasons and references to some sources of wisdom, such as inspirational people. They can ask questions about moral decisions they, and others, make and suggest some solutions based on sources of wisdom.	Pupils can give their own views and describe the views of others on questions about identity and the meaning of life. They use brief reasons and some references to sources of wisdom, such as inspirational people. They have begun to express much clearer opinions on matters of religion and belief and can use some examples to support their views.		

What does 'greater depth' look like?

KS1

- AO1 Pupils can describe a few things that a believer might learn from a religious story. They can briefly describe some similarities and differences between religions. They can use some religious words to describe some religious practices.
- AO2 Pupils can compare some of the things that influence them with those that influence others. They can ask important questions about life and compare their ideas with those of other people. They have begun to link things that are important to them and other people with the way people behave.

KS2

- AO1 Pupils can say what religions teach about some of the big questions of life and have begun to use more sources to explain different views. They have begun to explain the effects of beliefs and practices on individuals, communities and societies. They use more religious and philosophical vocabulary when suggesting reasons for similarities and differences in the answers given to moral questions and have begun to explain how religious sources are used to provide such answers.
- AO2 Pupils can give their own views in more detail and describe the views of others on questions about identity and the meaning of life. Pupils can consider some of the challenges of belonging to a religion today. They have begun to use more reasons, examples and references to sources of wisdom to explain their point of view and the views of others with regards to questions of truth and ethics.