



Barrowcliff School
Skills Progression Grid
Religious Education

Principle aim of RE

The principle aim of RE is to engage children in systematic enquiry into significant human questions which religions and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses of their own.

3 Fold Aims of RE

- 1 Know about and understand a range of religions and worldviews.
- 2 Express ideas and insights about nature, significance and impact of religions and worldviews.
- 3 Gain and deploy the skills needed to engage seriously with religions and worldviews.

Religions to be taught

EYFS - Christian and other world faiths

KS1 - Christian, Muslim and Jewish people

KS2 - Christian, Muslim, Hindu and Jewish people

	BELIEVING Know about and understand a range of religions and worldviews.	EXPRESSING Express ideas and insights about nature, significance and impact of religions and worldviews.	LIVING Gain and deploy the skills needed to engage seriously with religions and worldviews.
EYFS	Opportunities for incidental learning will be considered across EYFS.		
Nursery	<ul style="list-style-type: none"> I can identify the Bible and at least one other sacred text. I can say why Diwali is a special time to Hindus, and Easter is to Christians I can retell simple Christmas story I can say why Jesus is special to Christians I can recall what happens in a traditional Christian infant baptism 	<ul style="list-style-type: none"> I can talk about my own special occasions I can say who is special to me and why, say what makes a good friend I can talk about things I find interesting, puzzling or wonderful in nature, and my feelings about the world. I can express my feelings about the wonder of the world. I can share ideas of when i have felt special and others have made me feel special. 	<ul style="list-style-type: none"> I can recognise some religious words eg words about God, names of Hoy texts I can recognise a church and a mosque I can talk about where we belong – family, school, friends
Reception	<ul style="list-style-type: none"> I can talk about what Jesus teaches about keeping promises, and say why this is a good thing. I can say why Sukkot is a special time to Jewish people. and why Christmas is to Christians I can talk about a story where Jesus shows friendship, and him being a friend to his disciples. I can recall a story of a special person in Sikhism 	<ul style="list-style-type: none"> I can identify some of my own feelings based on special stories covered. I can talk about my own special occasions, and features of a good celebration I use appropriate words to talk about their feelings around churches and mosques I talk about things I find interesting, puzzling or wonderful in nature, and my feelings about the world. 	<ul style="list-style-type: none"> I can recognise some religious words eg words about God, names of Hoy texts I can say why festivals are special for members of faith communities. I can say who is special to me in the community I can say why churches and mosques have special meaning.

	<ul style="list-style-type: none"> I can identify some significant features of a mosque and church I can retell Christian story of creation I can recall what happens when a baby is welcomed into Muslim tradition 	<ul style="list-style-type: none"> Talk about what people do to mess up the world and their feelings about this. Express my feelings about the wonder of the world. 	<ul style="list-style-type: none"> I can express ideas of how to look after wildlife in response to 'Muhammed and the Kittens'
Years 1-6	Consider topical issues current to society at the time of teaching to enhance these skills.		
Year 1	<ul style="list-style-type: none"> I can talk about the fact that Christians believe in God and follow examples of Jesus, make links between these. Talk about Muslims believing in God (Allah) and follow the example of Prophet Muhammed. I recognise some Christian symbols and images used to express ideas about God. Use words, drama, pictures to express a Christian story of what they think of God. I recognise there are special places where people worship, say what people do there. I can suggest meanings to religious songs. I can identify special objects and symbols found in places of worship, say what they mean and their uses, and how these relate to celebrations eg Easter, Eid Ul Fitr, and how they 	<ul style="list-style-type: none"> I can ask questions and suggest answers about stories to do with Christian and Muslim festivals. Identify similarities and differences between these celebrations. I can identify some ways Muslims mark Ramadan and Eid-UI-Fitr, and how this might make them feel. 	<ul style="list-style-type: none"> I can talk about issues of good and bad, right and wrong arising from stories. I can ask questions about God and offer some ideas of their own, some questions may be hard to answer. I can talk about ways in which stories, objects, symbols and actions used in churches and synagogues show what people believe. I can ask good questions about these places of worship. I show some awareness that some people regularly worship God I different ways and in different places. I respond to examples of co-operation between different people, including co-operation between people who are different.

	<p>show they might belong to a faith group.</p> <ul style="list-style-type: none">• I can give an account of what happens at a traditional infant Christian baptism, suggest what actions and symbols mean.• I can identify ways people show they belong to each other when they get married.• I can identify a special time I have celebrated, and explain what celebration means. I can make links to ways Christians celebrate Easter and Pentecost, and some ways festivals are celebrated in another religion.• I can identify some ways Muslims mark Ramadan and celebrate Eid-UI-Fitr.• I can retell stories related to Easter and say why this is important to believers.• I can talk about ways Jesus was a special person who Christian`s believe is the son of God.• I recognise that Muslims do not draw Allah or the prophet, but use calligraphy to say what God is like.• I can talk about Muslim beliefs about God, make links with some of the 99 names of Allah.• I can retell the story about the life of Prophet Muhammed.		<ul style="list-style-type: none">• I can give examples of what people do, give, say, remember or think about religious celebrations, say why these matter.
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	<ul style="list-style-type: none"> I can recognise some objects used by Muslims and suggest why they are important 		
Year 2	<ul style="list-style-type: none"> I can identify some ways Christians mark Christmas, and Hindus mark Diwali. I can link my own experiences of celebrations to this. I can retell stories related to Christmas and Diwali, and say why this is important to believers. I can suggest meanings for symbols and actions used in celebrating Christmas and Diwali. I can talk about the fact that Jewish people believe in God I recognise that some Jewish people remember God in different ways eg mezuzah, Shabbat. I can retell a story that shows what Jewish people at the festival of Chanukah might think about God, suggesting what it means. I can make links between some Jewish teachings and how Jewish people live I can talk about some stories that are used in religion and why people still read them I make links between sacred texts and the way people live. 	<ul style="list-style-type: none"> I can ask questions and suggest answers about stories to do with Christian and Hindu festivals. Identify similarities and differences between these celebrations (Christmas and Diwali) I identify similarities and differences between celebrations of Christmas and Diwali. I can talk about Shabbat as a special day of the week for Jewish people, give some examples of what they might do to celebrate Shabbat I recognise some ways in which Christians, Muslims and Jewish people treat their sacred books. I recognise that sacred texts contain stories which are special to many people and should be treated with respect. 	<ul style="list-style-type: none"> I can give examples of what people do, give, say, remember or think about religious celebrations, say why these matter -relate to Christmas and Diwali. I can express my 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. I can ask and suggest answers to questions arising from stories Jesus told and from another religion I can talk about issues of right and wrong, good and bad arising from the stories. I can suggest my own ideas about stories from sacred texts and give reasons for their significance.
Year 3	<ul style="list-style-type: none"> I can recall and name some Bible stories that inspire Christians. 	<ul style="list-style-type: none"> I can identify at least two ways Christians use the Bible in everyday life. 	<ul style="list-style-type: none"> I can discuss their own ideas and others' ideas about why humans

	<ul style="list-style-type: none"> • I can make connections between stories in the Bible and what Christians believe about Creation, the Fall and the salvation • I can describe some ways Christians say God is like, with egs from the Bible, using different forms of expression. • I can explain how the Bible uses different kinds of stories to tell a big story. • I can identify and name examples of what Christians have and do in their families and at Church to show their faith, make connections with Christian beliefs and teachings. • I can describe some ways in which Christians express their faith through hymns and modern worship songs. • I can explain similarities and differences between different ways of worshipping in 2 different Christian churches. • I can describe what some believers say and do when they pray. • I can describe the practice of prayer in Christian, Hindu and Muslim faiths – include others if applicable to studies. • I can make connections between what people believe about prayer and what they do when they pray. 	<ul style="list-style-type: none"> • I can give examples of how and suggest reasons why Christians use the Bible today. • I can suggest why Christians believe that God needs to rescue/ save humans. • I ask good questions about what Christians do to show their faith. • I can suggest reasons why being a good Christian is a good thing in Britain today, and reasons why it might be hard sometimes. Recall and talk about some rules for living in religious traditions. • I can respond thoughtfully to examples of how prayer helps believers. • I can describe ways prayers can challenge and comfort believers. • I can describe, comment and explain similarities and differences of how Christians, Muslims and Hindus pray. 	<p>do bad things and how people try to put them right.</p> <ul style="list-style-type: none"> • I can discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others. • I can discuss the present idea about what it means to be a Christian in Britain today, making links with my own experiences.
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	<ul style="list-style-type: none"> I can consider and evaluate the significance of prayer in the lives of people today. 		
Year 4	<ul style="list-style-type: none"> I can make connections between stories of temptation and why people can find it difficult to be good. I can make connections between some of Jesus` teachings and the way Christians live today. I can describe how Christians celebrate Holy Week and Easter Sunday. I can give some example of key Christian terms eg gospel, incarnation, salvation, and illustrate them with events from Holy Week and Easter. I can make connections between the Easter story and the wider `big story` of Bible (creation, the fall, incarnation, salvation, reflecting on why this inspires Christians. I can recall and name some of the ways religions mark milestones of commitment (including marriage). I can suggest why some people see life as a journey and identify some of the key milestones in this journey. I can describe what happens in Christian, Hindu, Jewish ceremonies of commitment and say what these rituals mean. 	<ul style="list-style-type: none"> I can give examples of rules for living from religions and suggest ways in which they help believers with difficult decisions. I can give examples of ways in which some inspirational people have been guided by their religion. I can explain some similarities and differences between the codes for living used by Christians and the followers of at least one other religion or non-religious belief system. I ask questions raised by the stories and life of Jesus and followers today, and give examples of how Christians are inspired by Jesus. I can identify the most important parts of the Easter story for Christians and say why they are. I can suggest reasons why marking the milestones of life are important to Christians, Hindus and Jewish people. I can explain similarities and differences between ceremonies of commitment. I can recognise and identify some differences between religious festivals and other types of celebrations. 	<ul style="list-style-type: none"> I can suggest how to live a good life based on what I have learned from religious teachings. I can discuss my own and others` ideas about how people decide right and wrong. I can express ideas about right and wrong, good and bad for myself, including ideas about love, forgiveness, honesty, kindness and generosity. I can suggest some ideas about good ways to treat others arising from my learning. I can present my own ideas about the most important attitudes and values to have today, making links with Christian values. I can link up some questions and answers about how believers show commitment with my own ideas about community, belonging and belief. I can discuss and present my own ideas about the value and challenge of religious commitment today. I can explore and suggest ideas about what is worth celebrating

	<ul style="list-style-type: none"> • I can retell some stories behind festivals eg Christmas, Pesach, Ramadan. • I make connections between stories, symbols and beliefs with what happens in at least 2 festivals – 1 must be Ramadan. • I can identify similarities and differences in the way festivals are celebrated within and between religions. • I can identify and name examples of what Hindus have and do in their families and at mandir to show their faith. • I can describe some examples of what Hindus do to show their faith, and make connections between some Hindu beliefs and teachings about aims and duties in life. • I can describe some ways in which Hindus express their faith through puja, aarti and bhajans. 	<ul style="list-style-type: none"> • I ask questions and give ideas about what matters most to believers in festivals eg Easter, Ramadan, • I can suggest how and why religious festivals are valuable to many people. • I can suggest reasons why being a Hindu is a good thing in Britain today, and why it might be hard sometimes. • I ask good questions about what Hindus do to show their faith. • I can explain similarities and differences between Hindu worship and worship in other religious traditions already studied. 	<p>and remembering in religious communities and their own lives.</p> <ul style="list-style-type: none"> • I can discuss and present my own responses about the role of festivals in the life of Britain today, showing my understanding of the values and beliefs at the heart of each festival studied, using a variety of media. • I can discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others. • I can discuss and present ideas about what it means to be a Hindu in Britain today, making links with my own experiences.
Year 5	<ul style="list-style-type: none"> • I can give reasons why a Christian believes in God and one why an atheist does not. • I can outline clearly a Christian understanding of what God is like, using examples and evidence. • I can make connections between some of Jesus` teachings and the way Christians live today. 	<ul style="list-style-type: none"> • I can define the term theist, atheist and agnostic and give examples of statements that reflect these beliefs. • I can give examples of ways in which believing in God is valuable in the lives of Christians, and ways it can be challenging. • I can express thoughtful ideas about the impact of believing in God on someone`s life. 	<ul style="list-style-type: none"> • I can present different views on why people believe in God or not, including my own ideas. • I can enquire into what some atheists, agnostics and theists say about God, expressing my own ideas and arguments, using evidence and examples. • I can discuss my own ideas about the importance of values to live

	<ul style="list-style-type: none"> • I can outline Jesus` teaching on how his followers should live. • I can explain the link between Jesus` death on the cross and Christian belief in love and forgiveness, giving reasons why Christians want to follow Jesus. • I can recall and name some key features of places of worship studied. • I can make connections between how believers feel about places of worship in different traditions. • I can outline how and why places of worship fulfil special functions in the lives of believers. • I can describe the 5 pillars of Islam and give examples of how these affect the everyday lives of Muslims. • I can make connections between Muslim practice of the Five Pillars and their belief about God and the Prophet Muhammad. • I can describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by pupils. • I can make connections between the key functions of the Mosque and the beliefs of Muslims. 	<ul style="list-style-type: none"> • I can explain how Christians sometimes disagree about what God is like, giving examples of how they interpret texts differently. • I can offer interpretations of Jesus` parables and say what they might teach Christians about how to live. • I can explain the impact Jesus` example and teachings might have on Christians today. • I can select and describe the most important functions of a place of worship for the community. • I can give examples of how places of worship support believers in difficult times, explaining why this matters to believers. • I can comment thoughtfully on the value and purpose of places of worship in religious communities. • I can describe and reflect on why the Holy Qu`ran is important to Muslims, and how it makes a difference to their lives. • I can comment thoughtfully on the value and purpose of religious practices and rituals in a Muslim`s way of life. 	<p>by, comparing them to Christian ideas.</p> <ul style="list-style-type: none"> • I can express my own understanding of what Jesus would do in relation to a moral dilemma from the world today. • I can investigate and explain the challenges of following Jesus` teaching about love, forgiveness justice and/or generosity, expressing my own ideas. • I can find out about what believers say about their places of worship. • I can present ideas about the importance of people in a place of worship, rather than the place itself. • I can express ideas to the question – What does it mean to be a Muslim in Britain today? from different perspectives including my own.
Year 6	<ul style="list-style-type: none"> • I can give simple definitions of some key terms to do with life after death, eg salvation, heaven, reincarnation. Include Christian, Hindu and non-religious views. 	<ul style="list-style-type: none"> • I raise thoughtful questions and suggest some answers about life, death, suffering, and what matters most in life. 	<ul style="list-style-type: none"> • I can tell you about about religious teachings, charities and ways of expressing generosity. • I can apply my own and others ideas about values and from

	<ul style="list-style-type: none"> • I can describe and make connections between examples of religious creativity (buildings and art) • I can outline how and why some Humanists criticise spending on religious buildings and art. • I can identify the values found in stories and texts studied. • I can describe what Christians mean about humans being made in the image of God and being `fallen`, giving examples. • I can describe what Ahimsa, Grace or Ummah mean to religious people. • I can make connection between beliefs and behaviour in different religions. • I can make connections between belief in Ahimsa, grace and Ummah, teachings and sources of wisdom in 3 religions. • I can explain the ways in which key beliefs make a difference to life in 2 or 3 religions. 	<ul style="list-style-type: none"> • I can express ideas about how and why religion can help believers when times are hard, giving examples. • I can explain some similarities and differences between beliefs about life after death. • I can explain some reasons why Christians and Humanists have different ideas about an afterlife. • I can explain what difference belief in judgement/heaven/karma/reincarnation might make to how someone lives, giving examples. • I can interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding. • I show understanding of the value of sacred buildings and art. • I can suggest why some believers see generosity and charity as more important than buildings and art. • I can describe some Christian and Humanist values simply. • I can suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view, • I respond sensitively to examples of religious practice with ideas of my own. • I can outline the challenges of being a Hindu, Muslim, or Christian in Britain today. 	<p>scriptures to the question – is it better to express your religion in arts and architecture, or in charity and generosity?</p> <ul style="list-style-type: none"> • I can express my own ideas about big moral concepts, such as fairness or honesty comparing them with the ideas of others I have studied. • I apply ideas about what really matters in life for myself, including ideas of fairness, freedom, truth, peace in the light of my learning.
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