



Progression Grid
Religious Education
2023-2024

EYFS		
	Nursery	Reception
	<p>Throughout the year, ongoing celebrations of different faiths and cultures.</p> <p>Communication and Language</p> <ul style="list-style-type: none">• Enjoy listening to stories and can remember some of what happens. <p>PSED</p> <ul style="list-style-type: none">• Develop their sense of responsibility and membership of a community. <p>Literacy</p> <ul style="list-style-type: none">• I have learnt new vocabulary from the stories I have heard. <p>Understanding the World</p> <ul style="list-style-type: none">• Talk about what they see, using a wide vocabulary.• Begin to make sense of their own life-story and family's history.• Continue developing positive attitudes about the differences between people.• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	<p>Throughout the year, ongoing celebrations of different faiths and cultures.</p> <p>Communication and Language</p> <ul style="list-style-type: none">• Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.• Make comments about what they have heard and ask questions to clarify their understanding. <p>Literacy</p> <ul style="list-style-type: none">• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. <p>Understanding of the World</p> <ul style="list-style-type: none">• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.• Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.• Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

Subject Lead: Mrs Ellis



Progression Grid
Religious Education
2023-2024

Key Stage 1

Skills	Year 1	Year 2
Believing	<ul style="list-style-type: none"> To talk about some simple ideas about Christian beliefs about God and Jesus. To re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means. To talk about issues of good and bad, right and wrong arising from the stories. To ask some questions about believing in God and offer some ideas of their own. 	<ul style="list-style-type: none"> To talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah. To re-tell a story about the life of the Prophet Muhammad. To recognise some objects used by Muslims and suggest why they are important. To identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel.
Expressing	<ul style="list-style-type: none"> To 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. To talk about ways in which stories, objects, symbols and actions used in churches, show what people believe. To describe some of the ways in which people use music in worship and talk about how different kinds of music makes them feel. 	<ul style="list-style-type: none"> To identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion. To re-tell stories connected with Christmas/Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers. To ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion. To collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers.
Living	<ul style="list-style-type: none"> To 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. To give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean. To identify two ways people show they belong to each other when they get married. To respond to examples of co-operation between different people. 	<ul style="list-style-type: none"> To re-tell Bible stories and stories from another faith about caring for others and the world. To identify ways that some people make a response to God by caring for others and the world. To talk about issues of good and bad, right and wrong arising from the stories. To talk about some texts from different religions that promote the 'Golden Rule' and think about what would happen if people followed this idea more. To use creative ways to express their own ideas about the creation story and what it says about what God is like.

Subject Lead: Mrs Ellis



Progression Grid
Religious Education
2023-2024

Lower Key Stage 2		
Skills	Year 3	Year 4
Opening Worlds	Hinduism 1: A Hindu Story: Rama and Sita <ul style="list-style-type: none"> To know the meaning of the story of Rama and Sita in Hindu tradition. To act out/ re-tell the story of Rama and Sita. 	Christianity 1: Family of Jesus <ul style="list-style-type: none"> To look at how and why the stories from the New Testament regarding the family of Jesus are important to Christians. Why is the idea of Messiah so important to Christians?
	Hinduism 2: More Hindu Stories. <ul style="list-style-type: none"> To understanding how ancient stories from the Indus Valley tell us about early Hinduism. To know how the Hindus explain what they saw and experienced in the world. To describe how ancient Indian communities build their values and shape their traditions. 	Christianity 2: Birth of Jesus <ul style="list-style-type: none"> To understand the importance of the bible stories relating to the birth of Jesus are so important to Christians. How do Christians express their beliefs about Jesus at Christmas time?
	Hinduism 3: Living Hindu Traditions <ul style="list-style-type: none"> To know how preparation and respect is shown during worship. To make connection between stories, beliefs and ways of living. To identify ways festivals are celebrated- Diwali. 	Christianity 3: Life and teachings of Jesus <ul style="list-style-type: none"> To understand some of the actions and teachings of Jesus and why they are important to Christians. How does the life and teachings of Jesus affect the way in which Christians live?
	Judaism 1: Abraham, Isaac, Jacob <ul style="list-style-type: none"> To look at how stories from the Hebrew Bible have shaped Judaism. To know how the ancient Jewish communities in the Middle East build their values and shape traditions. To identify why the Promised Land is so important in Judaism. 	Christianity 4: The Death and Resurrection of Jesus. <ul style="list-style-type: none"> To know the New Testament stories surrounding the death and resurrection of Jesus. To make links to Jewish stories. What does the death and resurrection of Jesus mean in Christian traditions?
	Judaism 2: Joseph, Moses and the Exodus <ul style="list-style-type: none"> To read a variety of stories from the Hebrew bible. Joseph in Egypt, Moses, Passover and Exodus, Mount Sinai and 10 commandments, Promised Land. To know why Jews celebrate Passover. 	Christian 5: The message Jesus spreads. <ul style="list-style-type: none"> To know that Christians all around the world, and that Christian practices may differ in different countries. How are Christians around the world similar and different?
	Judaism 3: The kings, the temple and living as a Jew. <ul style="list-style-type: none"> To continue to read stories from the Hebrew bible. David and Goliath, Solomon and building of the Temple in Jerusalem, Babylon captivity and destruction of Temple. To know how Jews today show the importance of Temple and the kingdom of Israel. 	Islam 1: Ramadan <ul style="list-style-type: none"> To visit and understand the symbolism within a church. To get an insight into the differing branches of Christianity. Where do we see Christianity in London?

Subject Lead: Mrs Ellis



Progression Grid
Religious Education
2023-2024

Upper Key Stage 2	
Skills	Year 5
Opening Words	Islam 2- Stories of the Prophets <ul style="list-style-type: none">To read stories from the Qur'an and Muslim traditions: Stories of the prophets.To know what Muslims, learn from the stories and where they can be found and passed on.Continuing to look at contrasts within the different faiths and Abrahamic Tradition.
	Islam 3- Living Muslim Traditions <ul style="list-style-type: none">To look what it's like living as a Muslim in contrasting traditions.To know what it's like being a Muslim in places beyond Britain.
	Christianity 6- Living Christian Traditions <ul style="list-style-type: none">To look at Christianity around the world.To look at the evolution of Christianity within the Muslim world.How do art, architecture and music in various cities, towns and villages in Britain reflect the experiences, quests and challenges of these diverse traditions?
	Buddhism 1 <ul style="list-style-type: none">To get an insight on the geographical and historical setting linked to Buddhism.To link the religion to ancient civilisation.
	Buddhism 2 <ul style="list-style-type: none">To read stories on how Buddhism spread: King Banyan and the deer, The god in the Banyan tree etc.To know what Buddhist practice.To know what Buddhism is like today- UK, Tibet, Thailand.
	Sikhism 1 <ul style="list-style-type: none">To read Sikh stories- The Milk and the Jasmine Flower.To look at Sikh sacred texts and compare it to other sacred texts,To know what a Gurdwara is.To look ay what Sikhism is like today- communities in Wolverhampton and Sandwell.

Subject Lead: Mrs Ellis



Progression Grid
Religious Education
2023-2024

Year 6	
Believing	<ul style="list-style-type: none">• To express ideas about how and why religion can help believers when times are hard, giving examples.• To outline Christian, Hindu and/or nonreligious beliefs about life after death.• To explain some similarities and differences between beliefs about life after death.• To explain some reasons why Christians and Humanists have different ideas about an afterlife.
Expressing	<ul style="list-style-type: none">• To describe and make connections between examples of religious creativity (buildings and art).• To show understanding of the value of sacred buildings and art.• To suggest reasons why some believers, see generosity and charity as more important than buildings and art.• To apply ideas about values and from scriptures to the title question.
Living	<ul style="list-style-type: none">• To describe what Christians, mean about humans being made in the image of God and being 'fallen', giving examples.• To describe some Christian and Humanist values simply.• To express their own ideas about some big moral concepts, such as fairness, honesty etc., comparing them with the ideas of others they have studied.• To suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view.

Subject Lead: Mrs Ellis