

**Progression of Skills: Foundation Stage**

**In Foundation, the children can...**

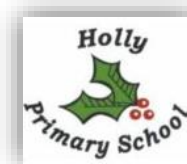
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| <p><b>Knowing about and understanding religions and worldviews.</b></p> <ul style="list-style-type: none"> <li>• Show an interest in other people.</li> <li>• Understand family customs and traditions.</li> <li>• Children understand that they can expect others to treat their needs, views, cultures and beliefs with respect.</li> <li>• Work as part of a group, taking turns and sharing fairly, understanding that groups of people need agreed values and codes of behaviour, including adults and children, to work together harmoniously.</li> <li>• Talk about their own and others' behaviour and its consequences, and know that some behaviour is unacceptable.</li> <li>• Think and talk about issues of right and wrong and why these questions matter.</li> <li>• Respond to significant experiences showing a range of feelings when appropriate.</li> <li>• Have a developing awareness of their own needs, views and feelings and be sensitive to those of others.</li> <li>• Have a developing respect for their own cultures and beliefs, and those of other people. Show sensitivity to others' needs and feelings, and form positive relationships.</li> </ul> | <p><b>Expressing and communicating ideas related to religions and worldviews.</b></p> <ul style="list-style-type: none"> <li>• Different things make me unique.</li> <li>• Understand that we don't always enjoy the same things.</li> <li>• Talk about the past and present.</li> <li>• Understand that we don't all do the same things</li> <li>• Listen with enjoyment to stories, songs and poems from different communities and traditions and respond with relevant comments, questions or actions.</li> <li>• Develop their own narratives in relation to stories they hear from different communities.</li> <li>• Answer 'who', 'how' and 'why' questions about their experiences in response to stories, experiences or events from different traditions and communities.</li> <li>• Organise, sequence and clarify thinking, ideas, feelings and events.</li> </ul> |
| <p><b>Gaining and deploying the skills for studying religions and worldviews.</b></p> <ul style="list-style-type: none"> <li>• Have a sense of their immediate family.</li> <li>• Begin to have their own friends.</li> <li>• Understand similarities and differences.</li> <li>• Talk about similarities and differences between themselves and others, among families, communities and traditions.</li> <li>• Begin to know about their own cultures and beliefs and those of other people.</li> </ul>  |   |

Holly Primary School  
**Religious Education progression map**

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| <ul style="list-style-type: none"><li>• Explore, observe and find out about places and objects that matter in different cultures and beliefs.</li></ul> |  |
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Progression of Skills: Years 1 and 2

In Year 1 and 2, the children can...



**Knowing about and understanding religions and worldviews.**

- Retell the Christian creation story
- Remember some of the Christmas story
- Explain how baptism shows a sense of belonging.
- Retell a time when Jesus showed friendship
- Recall the events of Palm Sunday
- Name the features of a church and mosque.
- Talk about how Jewish people celebrate the Shabbat.
- Explain something Jesus said or did to be kind.
- Talk about Jewish practises.
- Recall what Christians believed happened on Easter Sunday.
- Explain that Christians believe Jesus was a gift from God.
- Explain how light is important in religions.
- Explore how Jewish people show commitment to God.
- Suggest similarities in the moral messages that come from religious stories and beliefs.

**Key vocabulary:**

Kiddish cup, menorah, Hanukkah, family, disciples, crowds, palm leaves, temple, priests, faith, water, wine, paralysed, Font, candle, baby, church, holy water, vicar, Mary, Joseph, donkey, angels, shepherds, wise men, Bethlehem, stable, manger, God, light, dark, plants, animals, sun, moon, stars, humans, rest, holy. Healed, illness, disciples, Prayer shawl, Star of David, Torah, synagogue, Temple curtains, cross, Peter, Judas, stone, tomb, priests, angel Mary Magdalene, Easter, bread, wine, Diwali, Hinduism, Rama, Sita, diva lamp, Eid-El -Fir, Islam, Hanukkah, 10 commandments, Star of David, Rabbi

**Expressing and communicating ideas related to religions and worldviews.**

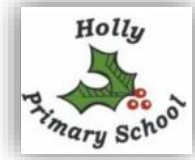
- Explain why we should be caring towards others with reasons.
- Suggest the most important things Jewish people do that God asks them to do.
- Discuss why Christians believe God gave Jesus to the world.
- Give own opinion about the empty tomb on Easter Sunday.
- Discuss how Muslims feel a sense of belonging when they are praying.
- Express an opinion about creation
- Explain how Holly Primary School's values help us.
- Make links between belonging to school and groups and how Christians and Jewish people belong.
- Talk about being good and what that means.
- Explore what it means to be a good friend.
- Explain how belief can affect decision making.

**Key vocabulary:**

Friendship, help, play, support, care, love, give, trust, include Passover, Moses, Egypt, Israelites, River Nile, seder plate, Torah. Temple curtains, cross, Peter, Judas, stone, tomb, priests, angel Mary Magdalene, Easter, bread, wine. Qur'an, Islam, Imam, Mecca, Salah, Hajj, Hijab, Mosque, Muslims, Bible, Torah, cross, prayer, Support, include,

Holly Primary School  
**Religious Education progression map**

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|  | <p>play, care, Baptism, confirmation, wedding, bar mitzvah, bat mitzvah, Family, Friendship, Happiness, Kindness, Teamwork, Respect, Caring, Safety, Honesty, Supportive</p> |
| <p><b>Gaining and deploying the skills for studying religions and worldviews.</b></p> <ul style="list-style-type: none"> <li>• Have a sense of their immediate family.</li> <li>• Begin to have their own friends.</li> <li>• Understand similarities and differences.</li> <li>• Use creative ways to express their own ideas about the creation story.</li> <li>• Consider how Mary and Joseph felt on their long journey to Bethlehem.</li> <li>• Ask and answer questions about what belonging to a community means and why it can be important.</li> <li>• Talk about the importance of cooperation within nonreligious, as well as religious, communities. Offer suggestions as to why it is important to find out about others' beliefs.</li> <li>• Can identify and recognise actions that are right or wrong and give reasons. Can talk about what happens in a school or home environment and begin to express their ideas and opinions.</li> <li>• Discuss how those in a community gain a sense of belonging through having a shared meaning and identity.</li> <li>• Talk about differences of belief, stories and symbols between communities.</li> <li>• Discuss similarities and the ways in which communities are strengthened by diversity and cooperation.</li> <li>• Express moral reasons for rightness and wrongness and the impact of following a shared code of conduct within a community.</li> </ul> |  |



**Progression of Skills: Years 3 and 4**

In Year 3 and 4 the children can...

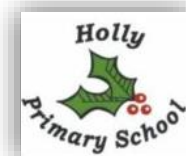
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| <p><b>Knowing about and understanding religions and worldviews.</b></p> <ul style="list-style-type: none"><li>• Investigate different ways in which Sikhs share.</li><li>• Explore Christmas in other countries.</li><li>• Make connections between different holy books.</li><li>• Ask questions about a Hindu ritual which happens at the River Ganges.</li><li>• Describe some of the ways Hindus celebrate Diwali.</li><li>• Explore how and where people worship.</li><li>• Research some of the ways Christians use churches to worship and view points of Jesus' parables.</li><li>• Use biblical texts to understand forgiveness.</li><li>• Discuss Christians' beliefs about Jesus.</li><li>• Explain what makes Jewish people believe they have a special relationship with God.</li><li>• Describe different ways Jewish people show respect and commitment to God.</li><li>• Discuss how religious people express their spiritual ideas on a pilgrimage.</li><li>• Comment on links between differing creation stories.</li><li>• Discuss how they fit into the community.</li><li>• Explore and describe the 5 Ks, important symbols and how these fit into the Sikh way of life.</li><li>• Research how Hindu families practice their religion.</li></ul> <p><b>Key vocabulary:</b><br/>Guru Nanak, gurdwara, langar, Punjabi, Amritsar, sewa, kirtan, kirpan, khanga, kesh, kara. Diwali, Hinduism, Rama, Sita, diva lamp, Church, alter, lectern, pew, organ, synagogue, temple, mandir, shrine, Murtis, Aum, langar, Prayer shawl, Star of David, Torah, synagogue, skull cap, Hanukkah, rabbi, menorah, Passover.</p> | <p><b>Expressing and communicating ideas related to religions and worldviews.</b></p> <ul style="list-style-type: none"><li>• Offer views about how a Hindu might feel at the River Ganges.</li><li>• Begin to tell you if I think sharing is important to Sikhs or not.</li><li>• Explain how places of worship help religious people feel spiritual.</li><li>• Suggest reasons why religious people go on pilgrimages.</li><li>• Discuss the significance of key religious leaders.</li><li>• Make connections and comparisons between them.</li><li>• Talk about the impact of belonging to a community has on them.</li><li>• Discuss what communities they are a part of and what makes this valuable.</li><li>• Talk about different holy books and the similarities and differences between them.</li><li>• Tell you how Jewish people might express their special relationship with God.</li><li>• Compare different people's views on Christmas.</li><li>• Ask important questions about how forgiveness is possible.</li><li>• Give opinions on which ways I think are best for Jewish people to show commitment.</li></ul> |
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**Religious Education progression map**

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| <p>Pilgrimage, Hajj, Mina, Mecca, Kabah, Arafat, prophet, Allah, Saudi Arabia, pray, Lourdes, Marian shrine, Virgin Mary, Bernadette, rosary, holy water, apparition. Yule log, bells, Christmas stocking, church, star, carols, Jesus, Mary, Joseph, Sower, seed path, thorns, choked, yield, parable, teachings, lesson Jesus, feast, jealous, prodigal son. Resurrection, tomb, crucify, Messiah, lent, Ash Wednesday, the last supper. Aum, gods, lotus, temple, diva lamp, shrine, prayer beads, Ganesh.</p>   |  |
| <p><b>Gaining and deploying the skills for studying religions and worldviews.</b></p> <ul style="list-style-type: none"><li>• Suggest some ideas about good ways to treat others arising from their learning.</li><li>• Investigate at least two teachings from religions about how to live a good life.</li><li>• Evaluate to a range of creation stories and offer opinions as to what they or the people in their lives believe.</li><li>• Discuss why Sikhs invite those of all religions and those who are nonreligious into their Gurdwaras and feed them if they are hungry.</li><li>• Talk about how this cooperation impacts their world view.</li><li>• Express opinions about the 5Ks and the connection it may have to leading a 'good life.'</li><li>• Ask questions and suggest some of their own responses to ideas about God.</li><li>• Suggest ideas about what is worth celebrating.</li><li>• Discuss their own and others' ideas about why humans do bad things and how people try to put things right.</li></ul> |  |

Progression of Skills: Years 5 and 6

In Year 5 and 6, the children can...



**Knowing about and understanding religions and worldviews.**

- Describe how the Holocaust started. Explore how people resisted prejudice, discrimination and persecution.
- Describe what Christians learn from the Christmas story.
- Say how some events in Holy Week tell Christians about Jesus' identify and purpose.
- Explore how both Christians and Hindus show commitment to God.
- Understand that for Hindus, Brahman is in everything.
- Explain how the charity Sewa International expresses spiritual ideas.
- Discuss what the Torah teaches about wisdom. Explain how the charity Tzedek expresses spiritual ideas.
- Explore how religions and beliefs affect human rights.
- Explore how Muslims show commitment and respect to God.
- Explain the significance of why Mary was chosen as Jesus' mother.
- Describe why meditation is important in Buddhism.
- Recall key symbols and rituals and how this factors into a Buddhist's way of life.
- Describe ways in which Christianity seems to be a strong religion today.

**Key vocabulary:**

Prejudice, discrimination, persecution, resistance, Holocaust, Nazis, Kindertransport, testimonies, King Herod, frankincense, gold, myrrh, journey, refugees, commercialised, Brahman, shrine, Krishna, Lakshmi, Shiva, Vishnu. Human rights, equality, freedom of religion, social justice, prejudice, discrimination, racism, sexism, wealth, poverty, knowledge, covenant, guidance, inspiration, law, rules, Five pillars, Qur'an, Islam, Imam, Mecca, Salah, Hajj, Eid-al-fitr, Kabba, Hijab, Mosque, Muslims. Buddha, offering bowl, butter lamp, alms bowl, gong, monk, enlightenment, incense, temple.

**Expressing and communicating ideas related to religions and worldviews.**

- Understand that there are different degrees of commitment.
- Consider whether Jesus knew he was going to be crucified.
- Evaluate what I think about some Hindu beliefs, showing respect.
- Identify things I find interesting/puzzling about Islam.
- Identify why leading a good life might be a good idea.
- Consider whether Christianity is a strong religion now.
- Ask important questions about eternity.
- Start to think about the importance of Mary being Jesus' mother.
- Explain why there might be different ways to show commitment.
- Compare the similarities religious world views have in regards to charity and an ethos to help in the world.
- Discuss what role this plays in different religions and the meaning it brings to the communities they are a part of.

Holly Primary School  
**Religious Education progression map**

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|  | <ul style="list-style-type: none"><li>• Compare the different ways different religions give a sense of belonging to those in their community.</li><li>• Discuss themes of good vs. evil and good triumphing over evil. Share ideas as to why this dimension in religion is often a common thread.</li><li>• Give opinions about a humanist life.</li></ul> |
| <p><b>Gaining and deploying the skills for studying religions and worldviews.</b></p> <ul style="list-style-type: none"><li>• Discuss their own ideas about the importance of values to live by, comparing them to religious ideas.</li><li>• Explore the challenges of living a good life.</li><li>• Express their own understanding of what a religious figure would do in relation to a moral dilemma from the world today.</li><li>• Give opinions about the role rules and laws play in religious and non-religious communities.</li><li>• Explore what challenges religious and nonreligious communities might face in terms of cooperation and integration. Offer opinions as to what they feel the biggest barriers are and how they could be overcome.</li><li>• Express opinions and discuss what cross overs can be found.</li><li>• Compare differences in rules and laws within religious and nonreligious communities.</li></ul> |  |