

Progression Skills / Knowledge

	EYFS		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	-Talk about what they see, using a wide vocabulary -Begin to make sense of their own life-story and family -Continue developing positive attitudes about the differences between people -Talk about members of their immediate family and community -Name and describe people who are familiar to them.	-Talk about members of their immediate family and community. -Compare and contrast characters from stories including from the past. -Recognise that people have different beliefs and celebrate special times in different ways. -Know some similarities and differences between different religious and cultural communities in this country drawing on their experiences and what	-Talk about books which are special to them and books which are special to religious believers. -Notice how some books are special to religious believers, and talk about how they are treated -Recall and talk about some religious stories Respond to questions about the meanings of stories	-Find out and talk about different ways of welcoming new life; name some artefacts -Recognise similarities and differences in welcoming ceremonies for new babies -Respond sensitively to the feelings and beliefs of Christians and Muslims -Ask and respond to questions about belonging	-Re-tell some Jewish stories and consider their importance. -Discover how Jews express their faith through rituals and actions. -Express ideas about the rituals and practices which demonstrate belonging to a community	-Describe the different festivals, making links between them -Explain and give reasons for the celebration of each festival -Express ideas and opinions about what light represents	-Identify and explain features of some special places and journeys -Suggest reasons why special places and journeys inspire people -Investigate places of pilgrimage and reflect on the challenges involved in the journey	-Identify and show understanding of some reasons why it is hard to 'make up' or apologies in a conflict. -Explain and apply their own ideas about Jesus' teaching about forgiveness and reconciliation. -Suggest reasons for the importance of forgiveness and confession in Christian communities. -Discuss and give examples of how some modern individuals have faced the challenge of forgiveness.
	-Talk about special people in the community who help		-Explain why special books might be treated in particular ways -Explore a range of stories -Respond sensitively with their own ideas about the meanings of special stories	-Describe different ways people welcome new life and express their own ideas about customs and ceremonies -Suggest reasons for the different ceremonies -Explore some different beliefs Christians, Muslims and others have about welcoming new life	-Describe and explain the meaning of some key beliefs of Judaism using religious vocabulary. -Respond with ideas about what inspires and influences them and make links with other beliefs	-Explore and describe similarities and differences between different festivals and the meanings behind them -Reflect and give a range of ideas to explain how light can represent different things.	Explore a range of special places and journeys, identifying and making connections between them Reflect on how places of pilgrimage inspire and influence believers and express their own ideas about this	Explain some ways in which they have faced the challenges of reconciliation or forgiveness in the light of religious teachings Explore and express their views about the consequences of forgiveness for themselves Give a considered response to the examples of reconciliation studied suggesting how these examples have followed Christian teaching.

Autumn 2	-Recall some stories about Jesus and Prophet Mohammed. -Name some special rules that people follow	has been read in class. -Notice the meaning behind different religious festivals and why they are important to believers. -Recall how and why different religions celebrate different festivals. -Begin to make connections between how religious beliefs are expressed through worship in festivals.	-Name some celebrations and talk about how these are celebrated -Talk about their experiences and feelings connected to celebrations or customs -Notice what happens and respond to questions about the meanings of religious celebrations	- Re-tell stories about religious and non-religious rules, suggesting some meanings -Find out about and give examples of different religious rules -Begin to express ideas about what makes a good rule and why these are important in helping people to live together co-operatively	-Re-tell some Jewish stories and consider their importance. -Discover how Jews express their faith through rituals and actions. -Express ideas about the rituals and practices which demonstrate belonging to a community	-Explore and describe ways beliefs and values are expressed in different religions through symbols and actions -Give examples of ways in which people show they belong -Explain why belonging to a community may be valuable but also challenging	Identify and explain features of some special places and journeys Suggest reasons why special places and journeys inspire people Investigate places of pilgrimage and reflect on the challenges involved in the journey	Describe and express ideas about festivals and how and why they are commemorated. Give a considered response to how Jewish people follow the commandments set out in the Torah Summarise key beliefs for Jews including Shema and Tikkun Olam and describe how these affect lives today.
			-Explore a range of religious celebrations -Respond sensitively with their own ideas about celebrations and the meanings behind them	-Explore a range of stories relating to religious and non-religious rules, suggesting some meanings -Make links between their own values and religious values and rules	-Describe and explain the meaning of some key beliefs of Judaism using religious vocabulary. -Respond with ideas about what inspires and influences them and make links with other beliefs	-Present their ideas about different faith communities and practices -Discuss their understanding of the beliefs expressed, and compare with their own ideas about belonging	Explore a range of special places and journeys, identifying and making connections between them Reflect on how places of pilgrimage inspire and influence believers and express their own ideas about this	Evaluate and analyse how and why festivals in Judaism are celebrated Make well informed responses to Jewish ways of life including mitzvah and Shema.

Spring 1			<ul style="list-style-type: none"> -Compare and contrast characters from stories including from the past. -Recognise that people have different beliefs and celebrate special times in different ways. -Explore the natural world around them. 	<ul style="list-style-type: none"> -Find out how Christians and Muslims pray and name some artefacts relating to prayer -Recognise similarities and differences between how Christians and Muslims pray -Ask questions and respond to questions about prayer - Begin to express their own ideas about the meaning of prayer 	<ul style="list-style-type: none"> -Observe and respond thoughtfully to the ways beliefs and spirituality are expressed through various art forms -Express their beliefs and values through creating a piece of expressive art 	<ul style="list-style-type: none"> -Describe and explain key teachings of Islam and the different ways these are interpreted by believers; -Describe and show understanding of how Muslim beliefs impact in a variety of ways on the life and decisions of believers; -Explain how the pilgrimage of Hajj can affect a Muslims life. 	<ul style="list-style-type: none"> Investigate and make connections between morals and values found in religious teachings and everyday life. Identify and explain similarities and differences between Humanist, Muslim, Jewish and Christian values Apply ideas about values and how people choose to live their lives. Discuss and give examples of right and wrong, love, forgiveness, truth, consequences and honesty 	<ul style="list-style-type: none"> Describe and express ideas about festivals and how and why they are commemorated. Give a considered response to how Jewish people follow the commandments set out in the Torah Summarise key beliefs for Jews including Shema and Tikkun Olam and describe how these affect lives today.
		<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 -Continue developing positive attitudes about the differences 	<ul style="list-style-type: none"> -Find out about similarities and differences between different religious accounts of creation. -Notice details about religious stories of creation. -Begin to make connections between how religious beliefs about creation and made with how believers care for the world. 	<ul style="list-style-type: none"> -Explain why prayer is important for Christians and Muslims. - Describe ways in which Christians and Muslims pray and talk in more detail about similarities and differences. - Express their opinions in a variety of ways e.g. poetry, art. 	<ul style="list-style-type: none"> -Explore a wider range of beliefs expressed through various art forms -Consider how and why people express their spiritual side through the arts -Present their own beliefs and values by explaining a piece of expressive art they have created 	<ul style="list-style-type: none"> -Research and interpret Muslim beliefs and practices, explaining these coherently and clearly; -Investigate different approaches to Muslim beliefs, offering evidence for their views and interpretations; -Investigate and evaluate Islam in the modern world and the impacts this has on the lives of believers and that of nonbelievers. 	<ul style="list-style-type: none"> Present ideas about the challenge of following and living out a set of values in daily life for Muslims, Jews, Christians and Humanists Evaluate the importance of having a worked through set of ethical values to help live life well 	<ul style="list-style-type: none"> Evaluate and analyse how and why festivals in Judaism are celebrated Make well informed responses to Jewish ways of life including mitzvah and Shema.

Spring 2	<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 -Continue developing positive attitudes about the differences between people -Talk about members of their immediate family and community -Name and describe people who are familiar to them. -Talk about who and what is important to them -Recall some stories from 	<ul style="list-style-type: none"> between people -Talk about members of their immediate family and community -Name and describe people who are familiar to them. -Understand that some places are special to members of their community -Talk about special places in the community. -Recall which special places belong to different people. -Name parts of a church or mosque -Describe why places are special to people. 	<ul style="list-style-type: none"> -Talk about places of worship and the objects and symbols they might see. - Notice what happens in special places or on special occasions and respond to questions about this 	<ul style="list-style-type: none"> -Ask and respond to questions about the world and creation. -Recognise and retell religious and non-religious stories and beliefs about creation and suggest some meanings. -Begin to express ideas and opinions about how to care for the planet. 	<ul style="list-style-type: none"> -Describe and make links between different leaders (religious and non-religious), exploring similarities and differences. -Explain how leaders teach through their personal qualities, actions and stories. -Give examples of the ways in which communities follow their leaders 	<ul style="list-style-type: none"> -Describe and explain key teachings of Islam and the different ways these are interpreted by believers; -Describe and show understanding of how Muslim beliefs impact in a variety of ways on the life and decisions of believers; -Explain how the pilgrimage of Hajj can affect a Muslims life. 	<ul style="list-style-type: none"> Investigate and make connections between morals and values found in religious teachings and everyday life. Identify and explain similarities and differences between Humanist, Muslim, Jewish and Christian values Apply ideas about values and how people choose to live their lives. Discuss and give examples of right and wrong, love, forgiveness, truth, consequences and honesty 	<ul style="list-style-type: none"> Explore and summarise how Christians understand the significance of Jesus' death and resurrection, considering narratives from the Gospels Express understanding and ask questions about how Jesus' death is seen as a sacrifice, as a way of forgiveness and salvation. Show understanding of these terms and weigh up what they mean for Christians today Explain how festivals and seasons are celebrated, including Ascension and Pentecost
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	the Bible and Qu'ran -Name people who help them in the community		<ul style="list-style-type: none">-Talk about why places of worship are special for some people and say how this is demonstrated.-Explore details of customs, symbols and practices and ask questions.	<ul style="list-style-type: none">-Ask questions and suggest answers to big questions about creation.-Explore a range of stories and beliefs, sharing their ideas-Explore ideas about caring for the planet and suggest why they are important to religious and non-religious people	<ul style="list-style-type: none">-Find examples of leadership from other religious and non-religious leaders from the past to the present, discussing the similarities and differences-Give reasons why certain people become, or are chosen as leaders.-Explain how leaders / religious teachings inspire and influence people / believers.-Understand the connections between the religious leaders mentioned and their Abrahamic roots	<ul style="list-style-type: none">-Research and interpret Muslim beliefs and practices, explaining these coherently and clearly;-Investigate different approaches to Muslim beliefs, offering evidence for their views and interpretations;-Investigate and evaluate Islam in the modern world and the impacts this has on the lives of believers and that of nonbelievers.	Present ideas about the challenge of following and living out a set of values in daily life for Muslims, Jews, Christians and Humanists Evaluate the importance of having a worked through set of ethical values to help live life well	Compare and contrast Bible accounts of Jesus' death and resurrection Explain a range of opinions and give reasons for why Jesus' death is seen as a sacrifice and as a way of forgiveness and salvation Weigh up different points of view about how forgiveness and reconciliation are expressed Give a considered response to how Christians celebrate festivals, including Ascension and Pentecost
Summer 1		<ul style="list-style-type: none">-Recall and talk about some religious stories-Respond to questions about stories-Respond with ideas about how to care for others	<ul style="list-style-type: none">-Retell and suggest meanings of some of Jesus' parables-Express ideas and respond to questions about stories from the life and teachings of Jesus.-Express ideas and opinions about how beliefs affect how Christians live their lives-Name and retell key events in the final days of Jesus' ministry-Recall how these are remembered in Holy Week and Easter.	<ul style="list-style-type: none">-Re-tell some well-known parables and teachings of Jesus and consider their meaning-Observe and consider how the Bible influences Christians in the way they live-Respond thoughtfully and express ideas about right and wrong	<ul style="list-style-type: none">-Give examples of Sikh beliefs and stories about their Gurus-Describe and show understanding of Sikh practices relating to the Guru Granth Sahib-Explain and give reasons for Sikh values e.g. equality, honesty	Summarise some features of Sikh practice (e.g. sewa, prayer) in the home and in the community Using a developing religious vocabulary, explain and give reasons for some Sikh beliefs and symbols (e.g. Khanda, 5Ks) considering the meanings behind them Discuss and apply ideas about Sikh practices and beliefs, recognising the challenges and value of belonging to the Sikh community	Describe and understand the rights and responsibilities that come with growing up Explore and describe rites of passage, comparing a range of religious and secular approaches, responding with insights about the importance of these ceremonies Reflect on and explain their own beliefs, principles and values	

			<ul style="list-style-type: none"> -Ask questions about stories and find some meanings -Explore stories which might have an effect on the way people care for others -Begin to express their ideas and opinions about caring for others and give some examples 	<ul style="list-style-type: none"> -Find out and respond to the key events in the life of Jesus and the stories he told, suggesting meanings. -Recognise similarities and differences between their own ideas of a good life and how Christians are called to live a good life. 	<ul style="list-style-type: none"> -Explore a wider range of teachings and make links between them -Compare their own decisions and choices with the Christian view 	<ul style="list-style-type: none"> -Research and explore a wider range of stories relating to the gurus -Present ideas about the Guru Granth Sahib and its importance -Express ideas and opinions about Sikh belief and practice 	<ul style="list-style-type: none"> Compare and contrast Sikh beliefs and ways of life with those of other faiths Investigate and present ideas about the impact of Sikh beliefs and practices on individuals and communities 	<ul style="list-style-type: none"> Evaluate different arguments about the rights and responsibilities of teenagers and the ages these should be applied
Summer 2			<ul style="list-style-type: none"> -Recall and name some of the early figures in the Old Testament, retelling stories and talking about figures such as Noah, Abraham, Isaac, Jacob and Joseph. -Retell, respond to questions and suggest meanings for stories about the birth of Jesus. Talk about how Christians believe Jesus is special and call him the 'Son of God'. 	<ul style="list-style-type: none"> -Retell and suggest meanings of some of Jesus' parables -Express ideas and respond to questions about stories from the life and teachings of Jesus. -Express ideas and opinions about how beliefs affect how Christians live their lives -Name and retell key events in the final days of Jesus' ministry -Recall how these are remembered in Holy Week and Easter. 	<ul style="list-style-type: none"> -Re-tell a range of creation stories, making links between them. -Express ideas about creation and suggest meanings for the stories -Express different views and ideas about helping to look after the world around them 	<ul style="list-style-type: none"> -Give examples of Sikh beliefs and stories about their Gurus -Describe and show understanding of Sikh practices relating to the Guru Granth Sahib -Explain and give reasons for Sikh values e.g. equality, honesty 	<ul style="list-style-type: none"> Reflect on how Christianity is one of the Abrahamic faiths along with Judaism and Islam, considering, comparing and contrasting aspects of these world faiths, especially in relation to Abraham and Jesus. Explore the narratives about Moses, the Ten Commandments, the Kingdom (including David) and Jesus, making connections between stories and the idea of a covenant between God and the people. Reflect on and find meanings in different titles used by and of Jesus, such as Son of Man, incarnate, Servant, Rabbi, Messiah, Christ, 'I am' statements. 	<ul style="list-style-type: none"> Describe and understand the rights and responsibilities that come with growing up Explore and describe rites of passage, comparing a range of religious and secular approaches, responding with insights about the importance of these ceremonies Reflect on and explain their own beliefs, principles and values

			<p>-Find out how Christians behave and begin to express ideas about it.</p> <p>-Recognise links between the Old Testament stories and the way Christians behave.</p>	<p>-Find out and respond to the key events in the life of Jesus and the stories he told, suggesting meanings.</p> <p>-Recognise similarities and differences between their own ideas of a good life and how Christians are called to live a good life.</p>	<p>-Reflect and make connections between different ideas in the stories</p> <p>-Compare some different stories</p> <p>-Respond with ideas of how the stories may be relevant today.</p>	<p>-Research and explore a wider range of stories relating to the gurus</p> <p>-Present ideas about the Guru Granth Sahib and its importance</p> <p>-Express ideas and opinions about Sikh belief and practice</p>	<p>Make connections between the different narratives and the continued covenant between God and the people.</p> <p>Compare the different titles used by and of Jesus.</p>	<p>Evaluate different arguments about the rights and responsibilities of teenagers and the ages these should be applied</p>
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