

Skills Progression RE

Foundation stage

In the Foundation Stage and nursery classes, children will have had opportunities to find out and learn about the world they live in. These experiences are likely to have included:

- learning about themselves within the context of their school
- learning about the beliefs and cultures of others, including Christianity
- encountering the celebration of different festivals
- hearing stories from the Bible, and other cultural and religious traditions, as well as non-religious stories with morals that help them to relate to the things that different people believe

Key Stage 1

RE OVERVIEW - YEAR 1- linked to skills progression document			
KS1 year 1 aims	Unit title and when covered	Ideas and skills	Rationale
<p>*learn what Christians believe about God, the person of Jesus and the world around them, and be introduced to some things that Jews believe</p> <p>*encounter and respond to a range of stories from Judaism and Christianity</p> <p>*begin to understand the importance and value of religion and belief, especially for other children, their families and the communities they belong to</p> <p>*ask relevant questions and develop a sense of wonder about the world, using their imagination</p>	Autumn What do Christians believe God is like? Why is the Bible an important book for Christians? Christmas: Why is Christmas important to Christians?	<p>For full ideas, please see planning for the unit under the year group title</p> <p>Look at images, draw, paint, hear and retell Bible stories.</p> <p>See pictures/ online tours of a church</p> <p>Hold a Bible and a Torah, show respect for artefacts and beliefs. Diversity.</p> <p>Investigate Shabbat: re-enact</p> <p>Grow cultural capital</p>	<p>Christianity is revisited in every year group throughout a child's time at Westfield focussing on belief, behaviour, celebration and the rescue plan in different ways. This includes Christmas, Easter and other non-time specific units. Each one builds on the past learning, adds to the knowledge bank or looks at a different aspect or detail the children will not have been exposed to.</p> <p>The Judaism focus in year 1 is on the special book (Torah) and the family celebration of Shabbat.</p>
	Spring Why is 'Church' important to Christians? Easter: What do eggs have to do with Easter?		

	Summer	<p>What is the Torah and why is it important to Jews?</p> <p>Why do Jewish families celebrate Shabbat?</p> <p>Is prayer important to everyone?</p>			<p>Judaism is revisited in year 4 focussing on the synagogue as a place of worship and the various times of celebration throughout the Jewish year.</p> <p>The Christmas and Easter units introduce symbolism for the first time</p> <p>A special holy book is a theme started in reception with their own book, developed in year 1 with the Torah and then with all other major religions throughout the key stages</p>

RE OVERVIEW - YEAR 2 - linked to skills progression document			
year 2 aims: to	Unit title and when covered	Skills and ideas	
<p>*learn what Christians believe about God, the person of Jesus and the world around them, and be introduced to some things that Muslims believe</p> <p>*encounter and respond to a range of stories, artefacts and other religious materials, such as art and music</p> <p>*learn to recognise that peoples' beliefs are expressed in a variety of ways, and begin to use subject specific vocabulary</p> <p>*begin to understand the importance and value of religion and belief, especially for other children, their families and the communities they belong to</p>	<p>Who is Jesus?</p> <p>Why did Jesus tell parables?</p> <p>Christmas: What does the Christmas story tell Christians about Jesus?</p> <hr/> <p>Why do Christians call Jesus 'Saviour'?</p> <p>Easter: Why is Easter important to Christians?</p> <hr/> <p>Who is Allah, and how do Muslims worship him?</p>	<p>For full ideas, please see planning for the unit under the year group title</p> <p>Use of art, ICT, drama, food to make learning more sticky</p>	<p>Christianity focus in year 2 is the person of Jesus</p> <p>The Christian teaching of 'the rescue package (Easter) is first introduced here and built on in years 3 and 6</p> <p>Islam is first explored here, focussing on God, worship and family values. This is built on in year 6 with an exploration of the Mosque and the way faith affects behaviour choices</p>

<p>*ask relevant questions and develop a sense of wonder about the world, using their imagination</p> <p>*ask questions and express their own views about what is important to themselves and to others, valuing themselves, reflecting on their own feelings and experiences and developing a sense of belonging</p>	<p>What is important for Muslim families?</p> <p>Why should we look after our world?</p>		
<p>Key stage 2</p>	<p>During key stage 2, pupils should extend their knowledge of Christianity, Judaism and Islam, and be introduced to aspects of Hinduism, Sikhism and Buddhism, recognising the impact of religion and belief locally (including within their own school), nationally and globally.</p>		
<p>RE OVERVIEW – YEAR 3 - linked to skills progression document</p>			
<p>Aims: to</p>	<p>Unit title and when covered</p>	<p>Skills and ideas</p>	
<p>Experience Christian and Sikh religion, belief and practice, present day and origins (Diversity)</p> <p>View the Bible as a sacred text (respect)</p> <p>Extend the range and use of subject specific vocabulary</p>	<p>What do Sikhs value?</p> <p>Why do Christians share communion?</p> <p>Christmas: Why are presents given at Christmas – and what might Jesus think about it all?</p> <hr/> <p>How does the Bible reveal God’s rescue plan?</p>	<p>For full ideas, please see planning for the unit under the year group title</p> <p><i>Use of images, videos, drama, chants and actions, expression in art, writing, posters, ICT, discussion and retelling</i></p>	<p>The introduction of Sikhism is only covered in year 3 but uses simple knowledge of other religions (Judaism, Christianity and Islam) to explore similarities and differences in a very basic way.</p> <p>The communion unit is built on further in year 6</p>

<p>Communicate their ideas, recognising other people's viewpoints and their own beliefs and values</p>	<p>Easter: What happened – and what matters most to Christians?</p> <p>How did the Church begin? Is Christian worship the same all around the world?</p>		<p>The Easter and Christmas units build on the children’s basic knowledge of events (from KS1) to lead the children to recognise what is important to Christians about those celebrations and what is peripheral.</p> <p>The rescue package (year 1) is explored more deeply here using the Bible as a source and further developed (Did Jesus have to die?) in year 6 where children explore other rescue packages Jews and Christians believe God sent before Jesus.</p> <p>The Church unit contrasts the knowledge of ‘church’ as a building (year 1) with that of a people (year 3)</p> <p>The world/Christianity unit introduces the idea of difference within a faith</p>
<p>RE OVERVIEW - YEAR 4 - linked to skills progression document</p>			
<p>Aims: to</p>	<p>Unit title and when covered</p>	<p>Skills and ideas</p>	
<p>Explore Judaism and Christianity, what they hold in common, their different beliefs and practices Encounter the Jewish synagogue as a place of worship Recognise diversity, learning about similarities & differences both within and between religions & beliefs, and the importance of dialogue between them</p>	<p>How did Jesus change lives? Why do Christians call God ‘Father’? Christmas: How can artists help us to understand Christmas?</p> <p>Why is praying important for Christians?</p>	<p>For full ideas, please see planning for the unit under the year group title</p> <p><i>Use Art (making art including stained glass windows and exploring artists), ICT, re-enactment and drama as well as writing to explore ideas</i></p>	<p>Year 4 Jesus unit builds on year 2: who Jesus is and what the stories he told developing onto the effect his life had on other people. This is further developed in year 5 where the idea of challenge and disagreement over the person of</p>

<p>Extend the range and use of subject specific vocabulary Consider their own beliefs and values and those of others in the light of their learning in religious education</p>	<p>Easter: How does Lent help Christians prepare for Easter?</p> <p>How can a synagogue help us to understand the Jewish faith? What are important times for Jews?</p>	<p><i>Visitors and letters to people of other faiths</i></p>	<p>Jesus is explored. This is developing the idea of difference started in year 3 with world/ Christianity</p> <p>Father unit ids the first introduction to the concept of the Trinity, which is developed more thoroughly in year 6</p> <p>The Easter unit builds on primary knowledge of the story to explore how this affects Christian behaviour in response.</p> <p>The Judaism unit builds on year 1 coverage of the special book and one family celebration (Shabbat) to investigate a whole range of Jewish celebrations and the place where they worship.</p> <p>The unit on prayer builds on the general prayer unit in year 1 to explore specifically Christian prayer in detail.</p>
<p>RE OVERVIEW - YEAR 5 - linked to skills progression document</p>			
	<p>Unit title and when covered</p>	<p>Skills and ideas</p>	
<p>consider the beliefs, teachings, practices and ways of life central to religion, and to non-religious viewpoints and the similarities</p>	<p>How did Jesus' teaching challenge people? Who did Jesus say 'I AM'? Christmas: Why is light an important sign at Christmas?</p>	<p>For full ideas, please see planning for the unit under the year group title</p>	<p>The year 5 (challenge) unit builds on year 2 knowledge about Jesus and his stories, through the year 4 unit (the effect his life had on other people)</p>

<p>use Christian and Buddhist sacred texts and consider their meanings extend the range and use of subject specific vocabulary recognise the challenges involved in distinguishing between ideas of right and wrong, and valuing what is good and true communicate their ideas, recognising other people's viewpoints and the importance of dialogue in difference consider their own beliefs and values and those of others in the light of their learning in religious education</p>	<p>Adam, Eve, Christmas, Easter: what are the connections? Easter: How do Christians know what happened at Easter?</p> <p>What is the 'Buddhist way of life'? What is the 'golden rule'? – and are they all the same?</p>	<p><i>Use of research from original texts, film dramas and re-enactments, artwork, tables to set out and compare information, comparative and modal language from English curriculum. Links to Learning For Life</i></p>	<p>and further develops the idea of challenge and disagreement over the person of Jesus. Children are given a place of safety in which to disagree over views about Jesus while showing respect for the views of others. This difference of opinion with respect is further built on in the year 6 Easter unit.</p> <p>The Easter unit is a precursor to the thorough investigation of the rescue package in year 6 and introduces the use of source material</p> <p>Buddhism is explored here for the only time in primary school, ready for transition to KS3 learning.</p> <p>The Golden Rule is a comparative unit introducing faith and no faith behaviour choices and what guides them and draws on children's knowledge of Judaism, Sikhism, Christianity and Islam more overtly than in previous years.</p>
<p>RE OVERVIEW - YEAR 6 - linked to skills progression document</p>			
<p>Aims: to</p>	<p>Unit title and when covered</p>	<p>Skills and ideas</p>	
<p>provide a broad understanding of how Hindus worship the supreme divine reality</p>	<p>How is God Three – and yet One?</p>	<p>For full ideas, please see planning for the unit under the year group title</p>	<p>The Trinity unit was simply introduced and explored in year 3 and</p>

<p>(Brahman) who is represented in different forms introduce pupils to the principal beliefs and practices of Buddhism. compare different religious traditions, practices and beliefs use a range of vocabulary confidently to discuss religion</p> <p>express own ideas and questions in a tolerant environment see a purpose and effects of religious belief and practice, even if they don't hold that viewpoint</p>	<p>How can churches help us to understand Christian belief? Christmas: What do the Gospels say about the birth of Jesus – and why is it 'good news'?</p> <p>What helps Hindus to worship? Easter: Did Jesus have to die?</p> <p>How can a mosque help us to understand the Muslim faith? How do the pillars of Islam help Muslims live a good life?</p>	<p><i>Can be explored through use of Art, writing, ICT, drama, re-enactment, making information leaflets and posters, conscience alley, forums and discussion, visits and visitors, (guided) online research and skills of debate. Access to the original texts (translations of) is essential.</i></p> <p><i>Fosters values of tolerance and citizenship, individual liberty and responsibility, creates acceptance of diversity and increases cultural capital.</i></p>	<p>is now explored in more depth, investigating the roles and the effect each would have on the creation, behaviour choices of Christians and rescue package.</p> <p>The Christmas unit deepens the use of source material.</p> <p>Hinduism is introduced here for the only time in primary school, ready for the transition to KS3 learning.</p> <p>The Easter unit builds on the years 1 and 3 'rescue package' theme but explores the shared Jewish and Christian history and whether Jesus had a choice. Children are encouraged to share an opinion and respect differences in opinion (see year 5)</p> <p>Islam is revisited here, building on year 2 exploration of God, worship and family values. Year 6 explores the Mosque, the teachings and the way faith affects behaviour choices.</p> <p>Behaviour choices related to faith are previously explored through Sikhism (year 3), Christianity (year 4), and Buddhism (year 5)</p>
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