

RE SKILLS PROGRESSION





















EYFS

Core Knowledge

Talk about members of their immediate family and community. Name and describe people who are familiar to them. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.

Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways.



Autumn 1 What makes people special?

Being special and how do we belong?

I can talk about why I am special.

I can talk about people who are special to me.

I can talk about where I belong and why.

Autumn 2 What is Christmas?

Why is Christmas special for Christians?

I can talk about Christmas in my family and listen to others about their Christmas.

I can talk about the Christian Christmas story.

I can talk about why Christmas is special to Christians. I can tell you how some Christians celebrate.

Spring 1 How do people celebrate?

Why is the word God so important to some Christions?

I can talk about special times.

I can talk about different ways people belebrate and why.

I can recognise that people have different beliefs and celebrate special times in different ways.

Spring 2 What is Easter?

Why is Easter special to Christians?

I can talk about Easter and what it means to me.

I can talk about the Christian Easter story.

I can talk about why Easter is special to Christians. I can tell you how some Christians celebrate.

Summer 1 What can we learn from stories?

What times and stories are special and why?

I can talk about a story I have heard and why it is important.

I can listen to special stories from different religions.

I can tell you why they are special to some people.

Summer 2 What makes places special?

What makes places special and why?

I can name a place that is special to me.

I can tell you about places that are special to other people and why.

I can tell you about different places of worship and why they are special to some people.



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Freedom of faiths

The rule of lav





YEAR 1 **CORE KNOWLEDGE**

Making Sense of Beliefs-Cive an example of how stories show what people believe.

(eg. The meaning behind a festival.)

Give clear simple accounts of what stories and other texts mean to believers.

Understanding the Impact- Give examples of how people use stories and texts to guide their beliefs and actions.

Making Connections- Think, talk and ask questions about whether the ideas they have been studying, have something to say to them.



Autumn 1 Does God want Christians to look after the world?

What do Christians believe God is like? Who do Christians say made the world?

I can express an opinion about the Christian belief about creation.

can remember the Christian Creation story and talk about it.

I can say how it felt to make something.

Autumn 2 What gifts might Christians in my town have

Jesus if he had been born here rather than in Bethlehem?

Why does Christmas matter to Christians?

I can talk about a gift that is special to me

I can remember some of the Christmas story.

I can suggest a gift I would give to Jesus.

Spring 1 Was it always easy for Jesus to show friendship?

What is the 'good news' Christians believe Jesus brings?

I can talk about my friends and why I like them.

I can remember a story about Jesus showing friendship and talk about it.

I can say how Jesus tried to be a good friend.

Spring 2 Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?

Why does Easter matter to Christians?

I can talk about a person I admire.

I can recall parts of the Easter story. I can recognise some symbols in the story.

I can start to show understanding that Jesus is special to Christians and say why.

Summer 1 Is Shabbat important to Jewish children?

Who is Jewish and how do they live?

I can tell you which is my favourite day of the week and talk about food I would like to share in a special meal.

I can use the correct names for things that are special to Jewish people during Shabbat and explain why.

I can start to make a connection between being Jewish and decisions about behaviour.

Summer 2 Are Rosh Hashanah and Yom Kippur important to Jewish children?

Who is Jewish and how do they live?

I can say how it feels to say sorry and what I have said sorry for.

I can tell you something that either Rosh Hashanah or Yom Kippur is about.

I can choose a picture and give my thoughts on why this might be important to. Jewish children at Rosh Hashanah or Yom Kippur.



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YEAR 2

Making Sense of Beliefs-I can identify core beliefs and concepts studied and give a simple description of what they mean. Understanding the Impact- Give examples of the ways people put their beliefs into practice.

Making connections- Give a good reason for the views they have and the connections they make.



Autumn 1 Is it possible to be kind to everyone all of the time?

How should we care for others and for the world, and why does it matter? Christians, Jews and non religious worldviews.

> I can tell you when I have been kind to others even when it was difficult.

I can re-tell a story Jesus told about being kind or give an example of when Jesus showed kindness.

I can say if I think Christians should be kind and give a reason.

Autumn 2 Why do Christians believe God gave Jesus to the world?

Why does Christmas matter to Christians?

I can say how I could help solve a problem by showing love.

I can remember the Christmas story and start to explain that Christians believe Jesus was a gift from God.

I can tell you why Christians think God gave Jesus to the world.

Spring 1 Does praying at regular intervals help a Muslim in his/her everyday life?

Who is Muslim and how do they live?

I can explain how it felt to have to stop doing something to reach the target we had set.

I can use the right words to describe how Muslims pray and begin to explain why they do this.

I can start to think through how praying 5 times a day might help in some ways more than others.

Spring 2 How important is it to Christians that Jesus came back to life after his crucifixion?

Why does Easter matter to Christians?

I can say what I believe happens to you when you die and tell you how I remember people close to me.

I can recall what Christians believe happened on Easter Sunday.

I can start to suggest a different explanation as to what happened to Jesus after the empty tomb and offer my opinion.

Summer 1 Does going to a mosque give Muslims a sense of belonging?

Who is Muslim and how do they live?

> I can understand how meeting in a certain place could make me feel like I belong.

I can explain what happens when Muslims pray alone or at the mosque.

I can talk about how Muslims feel a sense of belonging when they are with other Muslims or when they pray on their own and say why this might be.

Summer 2 What makes people and places in Cornwall sacred?

What does it mean to belong to a faith community?

Lcan understand how meeting in a certain place could make me feel like I belong.

I can explain the stories of Cornish Saints.

Talk about what makes some places special to people in Cornwall and what the difference is between some sacred places.