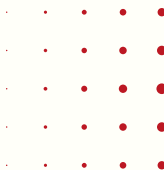
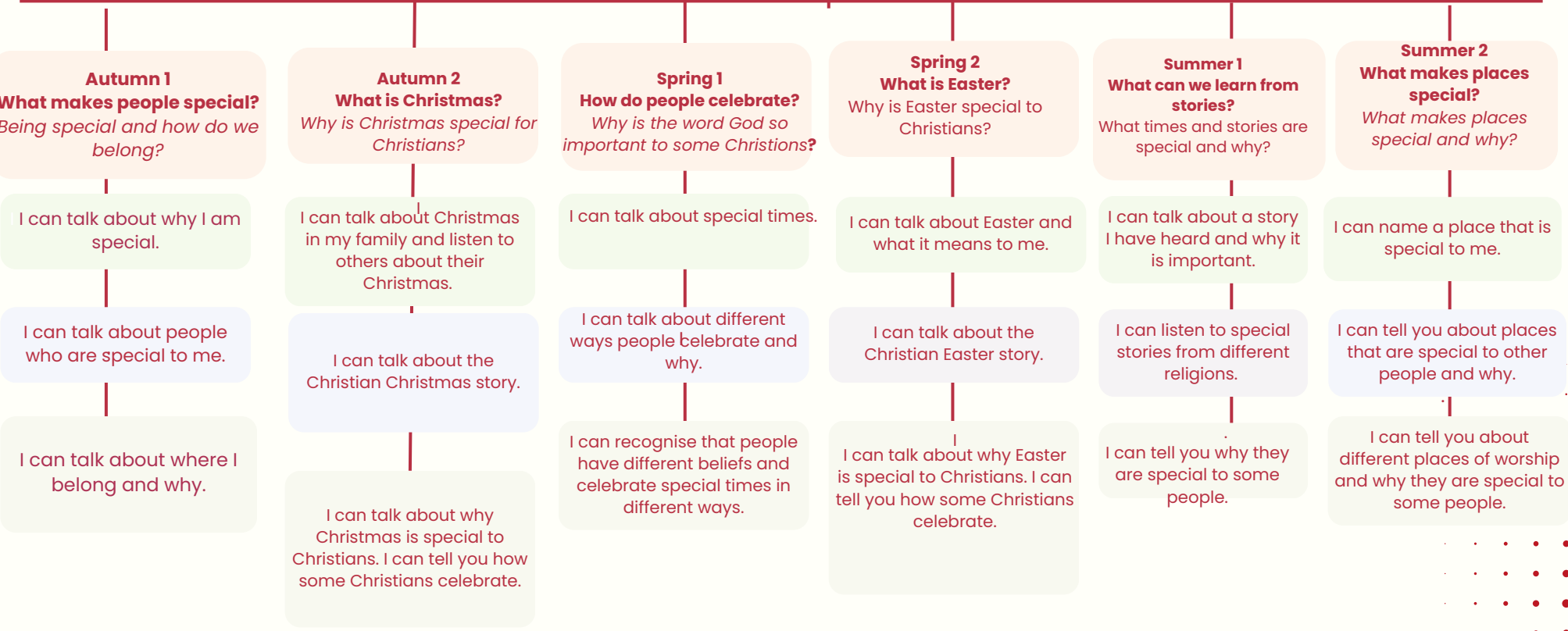


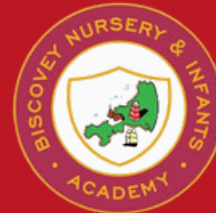
RE SKILLS PROGRESSION



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.





RE SKILLS PROGRESSION

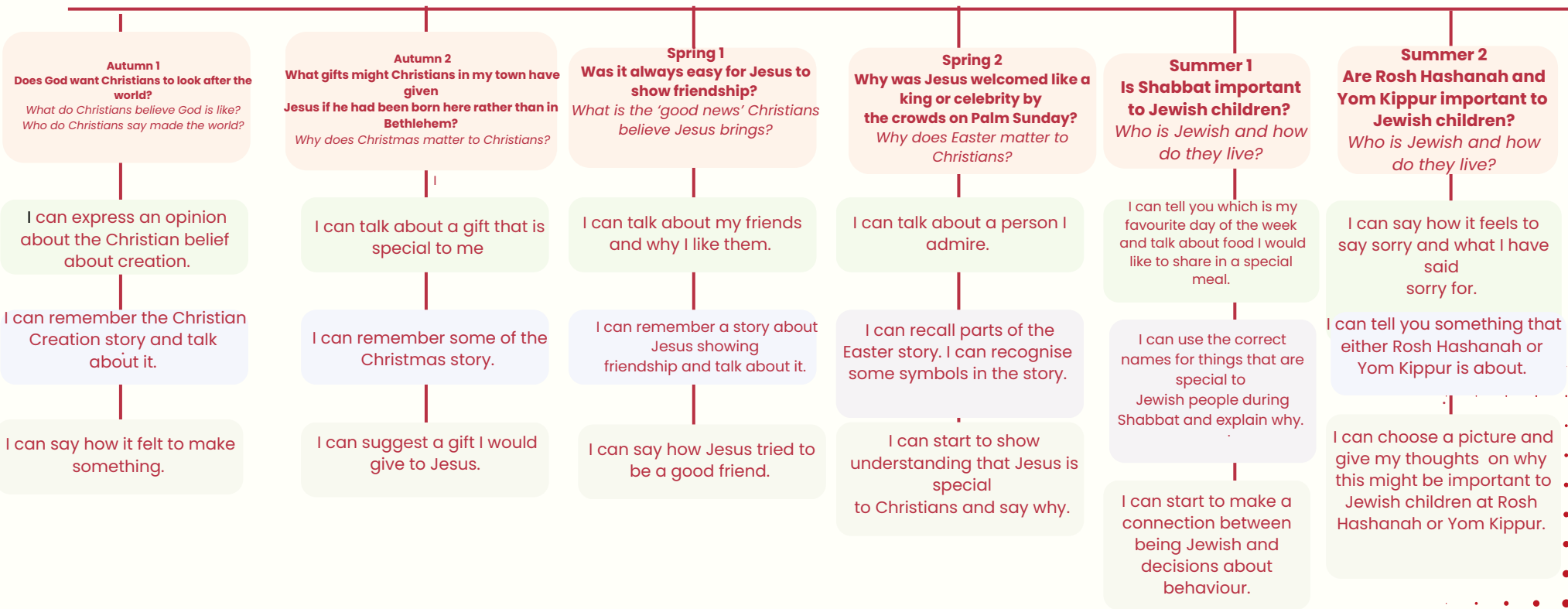


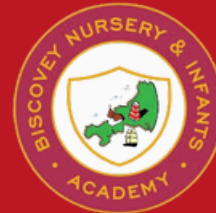
YEAR 1
CORE KNOWLEDGE

Making Sense of Beliefs-Give 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.





RE SKILLS PROGRESSION

Individual liberty Mutual Respect Democracy Freedom of faiths and beliefs The rule of law



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?

I can 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.