

RE Key Skills Progression

	EYFS		KS1		LKS2		UKS2	
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Topics	<ul style="list-style-type: none"> Jesus' stories Christmas Easter Faiths reflected in the class 	<ul style="list-style-type: none"> St. Luke's Church Diwali The Nativity The Life of Jesus Holi Easter Noah's Ark 	<ul style="list-style-type: none"> Exploring Sikhism Noah's Ark The Nativity Story Sacraments St. Luke Easter Caring for our world 	<ul style="list-style-type: none"> The parables The Ten Commandments Christmas Exploring Judaism Saints Easter The Lord's Prayer 	<ul style="list-style-type: none"> Exploring Hinduism Jesus' New Commandment Christmas What makes a Christian? Easter The Bible's 'Big Story' Who is Jesus? 	<ul style="list-style-type: none"> Exploring Buddhism The beatitudes Advent and Epiphany People in The Old Testament Wisdom Holy Communion Worship and Liturgy 	<ul style="list-style-type: none"> Miracles Remembrance Christmas Islam Monastic traditions Lent and Easter Faith in the local community 	<ul style="list-style-type: none"> Exploring Judaism Bishops and the Anglican Church Christmas The Christian message Pilgrimages? Easter Life and death Rules and Responsibilities
Skills	<p>30 to 50 months-</p> <ul style="list-style-type: none"> Remembers and talks about significant events in their own experiences. Recognises and describes special times or events for family or friends. Shows interest in different occupations and ways of life. Knows some of the things 	<p>40 to 60+ months-</p> <ul style="list-style-type: none"> enjoys joining in with family customs and routines. Early learning goal- They know about similarities and differences between themselves and others, and among families, communities and traditions. 	<p>AT1</p> <ul style="list-style-type: none"> Pupils use some religious words and phrases to recognise and name features of religious life and practice. Pupils recall religious stories and recognise symbols and other verbal and visual forms of religious expression. 	<p>AT1</p> <ul style="list-style-type: none"> Pupils use religious words and phrases to identify some features of religion and its importance for some people. Pupils begin to show awareness of similarities in religions. Pupils retell religious stories and suggest 	<p>AT1</p> <ul style="list-style-type: none"> Pupils use a developing religious vocabulary to describe some key features of religions. Pupils begin to identify the impact religion has on believers' lives. Pupils describe some forms of religious expression. 	<p>AT1</p> <ul style="list-style-type: none"> Pupils use a developing religious vocabulary to describe some key features of religions, recognising similarities and differences. Pupils make links between beliefs and sources, including religious stories and sacred texts. 	<p>AT1</p> <ul style="list-style-type: none"> Pupils use a developing religious vocabulary to describe and show understanding of sources, practices, beliefs, ideas, feelings and experiences. Pupils begin to understand similarities and differences within and between religions. 	<p>AT1</p> <ul style="list-style-type: none"> Pupils use an increasingly wide religious vocabulary to explain the impact of beliefs on individuals and communities. Pupils describe why people belong to religions Pupils begin to explain how religious sources are used to provide

	<p>that make them unique, and can talk about some of the similarities and differences in relation to friends and family.</p> <ul style="list-style-type: none"> Shows interest in the lives of people who are familiar to them. 		<p>AT2 -</p> <ul style="list-style-type: none"> Pupils talk about their own experiences and feelings, what they find interesting or puzzling and what is of value and concern to themselves and others. 	<p>meanings for religious actions and symbols.</p> <ul style="list-style-type: none"> Pupils identify how religion is expressed in different ways. <p>AT2-</p> <ul style="list-style-type: none"> Pupils ask and respond to questions about their own and others' experiences and feelings. Pupils recognise that some questions cause people to wonder and are difficult to answer. Pupils recognise their own values and those of others, and understand matters of right and wrong. 	<p>AT2-</p> <ul style="list-style-type: none"> Pupils identify what influences them, making links between aspects of their own and others' experiences. Pupils ask important questions about religion and beliefs, making links between their own and others' responses. Pupils make links between values and commitments, and their own attitudes and behaviour. 	<ul style="list-style-type: none"> Pupils identify a range of forms of religious expression. <p>AT2-</p> <ul style="list-style-type: none"> Pupils raise questions of identity and belonging. Pupils apply their ideas to their own lives. Pupils describe what inspires and influences them. 	<ul style="list-style-type: none"> Pupils suggest meanings for a range of forms of religious expression. <p>AT2</p> <ul style="list-style-type: none"> Pupils raise, and suggest answers to, questions of identity, belonging, meaning, purpose, truth, values and commitments. Pupils apply their ideas to their own and other people's lives. Pupils describe and give examples of what inspires and influences themselves and others. 	<p>answers to ultimate questions and ethical issues.</p> <p>AT2</p> <ul style="list-style-type: none"> Pupils ask, and suggest answers to, questions of identity, belonging, meaning, purpose and truth, values and commitments, relating them to their own and others' lives. Pupils explain what inspires and influences them, expressing their own and others' views on the challenges of belonging to a religion.
Enrichment opportunities	St. Luke's Church St. Luke's Garden The Mosque	St. Luke's Church The Nativity	Visit to the Gudaara	Christmas story event at the Cornerstone Hub	Visit to a Hindu Temple	Visit to a Buddhist temple	Visit to the local Mosque	The Cornerstone Hub for transition event

	Mini Nativity Invite families in to talk about their religion.	Invite families in to talk about their religion.	Visit to St. Luke's garden Wonder Walk				Easter Experience event at the Cornerstone Hub	
SEND & Inclusion information	<ul style="list-style-type: none"> - When assessing pupils, plan carefully to give pupils with SEN and/or disabilities every opportunity to demonstrate what they know and are able to do, using alternative means where necessary. - Mixed ability groups work best. - Use multi sensory approaches of teaching. 							
Aims	<p>SIAMS Schedule:</p> <p>In a Church of England or Methodist school, Religious Education (RE) should be non-confessional and is considered an academic subject. Inspectors will consider the expectations of the locally agreed syllabus in VC schools and academies that were former VC schools.</p> <p>In this strand the inspector must explore:</p> <ul style="list-style-type: none"> • How effective the school is in ensuring pupils flourish through the provision of high quality religious education reflecting the Church of England Statement of Entitlement. • How effective the school is in ensuring that religious education expresses the school's Christian vision. <p>In developing effective Religious Education in a Church school, school leaders are advised to use these self-evaluation questions when completing the SIAMS SEF:</p> <p>a) Through effective curriculum planning, RE provision reflects the Church of England Statement of Entitlement, or Methodist equivalent, develops religious literacy and meets statutory obligations.</p> <p>i. How well does RE help pupils to know about and understand Christianity as a living world faith through the exploration of core theological concepts using an approach that critically engages with text? How well does RE help pupils consider the impact and connection that Christianity has on Britain's cultural heritage and the lives of people worldwide?</p> <p>ii. How well does RE enable all pupils to develop knowledge and understanding of other major world religions and world views and their impact on society and culture?</p> <p>iii. How well does RE give pupils a safe space to critically reflect on their own religious, spiritual and/or philosophical convictions?</p> <p>b) Do teachers share effective practice locally and regionally and engage in professional development? Does RE have in place rigorous systems of assessment?</p> <p>c) How effective is RE teaching and learning in the school?</p>							