

KPS – RE Progression of Skills

	R	Yr 1/2	Yr 1/2	Yr 3/4	Yr 3/4	Yr 5/6	Yr 5/6
Religious Belief and Faith	Children talk about past and present events in their own lives and in the lives of family members. (Christmas and other religious celebrations)	<p>Children talk about ways in which religious figures are special.</p> <p>Children recognise that some people believe God created the world so we should look after it.</p> <p>Children talk about what is special and of value about belonging to a group that is important to them.</p> <p>Children show an awareness that some people belong to different religions.</p>	<p>Children can describe what a belief in God means to believers.</p> <p>Children talk about ways in which stories, objects, symbols and actions show what people believe.</p> <p>Children ask some questions about believing in God and offer some ideas of their own.</p>	<p>Children identify beliefs about God and consider similarities and differences across religions.</p> <p>Children understand what is meant by faith and why it is important to a religious person.</p>	<p>Children describe some of the ways religious groups describe God.</p> <p>Children suggest why having faith or belief in something can be hard.</p> <p>Children identify how and say why it makes a difference to people's lives to believe in God.</p> <p>Children ask questions and suggest some of their own responses to ideas about God.</p> <p>Children outline religious and/or non-religious beliefs about life after death.</p> <p>Children suggest why some people see life as a journey and identify some of the key milestones on this journey.</p>	<p>Children raise thoughtful questions and suggest some answers about life, death, suffering and what matters most in life.</p> <p>Children explain some similarities and differences between beliefs about life after death.</p>	<p>Children explain some of the reasons why groups of people have different ideas about an afterlife.</p> <p>Children outline the challenges of belonging to a religious community in Britain today.</p> <p>Children consider similarities and differences between beliefs and behaviour in different faith.</p>

Religious Terminology	<p>Children can name a couple of religious festivals: Easter, Christmas, Hannukah etc</p>	<p>Children know the following terminology:</p> <p>God Prayer Forgiveness Jesus Christians Festivals Bible Nativity Holy Symbol Hope Belonging</p>	<p>Children know the following terminology:</p> <p>Lord Parable Belief Thankfulness Incarnation Advent Gospel Sin Harvest Believers Sacred Worship Saviour Ceremonies Artefacts</p>	<p>Children know the following terminology:</p> <p>Faith Teachings Disciples Repentance Resurrection Salvation Consequences Commandments Trinity Influence</p>	<p>Children give simple definitions of some key religious terminology such as gospel, incarnation, and salvation.</p> <p>Social justice Commitments Principles Obedience Confession Human nature Symbolism Holy Spirit Betrayal Covenant</p>	<p>Children know and can describe the following terminology:</p> <p>Humanity Peace Transformation Testimonies Diversity Crucifixion Sacrifice Justice Poverty Controversy Stewardship Messiah Saviour Life journey Responsibility Resurrection Sacrifice Fasting Discipline Challenges Suffering</p>	<p>Children describe what Ahimsa, Grace and Ummah mean to religious people.</p> <p>Interpretation Spiritual Ethical Orthodox Tolerance Interfaith Interpretation Prophecies Confirmation Ritual Incarnate Dedication Leadership Vulnerability</p>
Places of Worship	<p>Children give their attention to what others say and respond appropriately.</p>	<p>Children recognise that there are special places where people go to worship and talk about what people do there.</p>	<p>Children understand that religions have their own places of worship and these may be similar or different.</p>	<p>Children can identify the similarities and differences between religious places of worship.</p>	<p>Children understand the significance of a place of worship and the practices that take place within them.</p>	<p>Children can describe why people of faith view a place of worship as the "house of God."</p>	<p>Children show an understanding of the value of sacred buildings and art.</p> <p>Children make connections between the key functions of a religious building and the beliefs of the religious community.</p>

Making Links and Connectiobns	Children understand that there are many different religions.	Children understand that religions share features such as places of worship, religious figures, prayer.	Children make simple links between belief and practice	Children can describe the links between religion and prayer.	Children can make links between several religions – describing the similarities and differences.	Children make connections between beliefs and behaviours in different religions.	Children describe and make connections between examples of religious creativity.
Religious Objects And Symbols		Children identify at least three objects used in worship in two religions.	Children recognise some symbols and images used to express ideas.	Children recognise some religious objects and suggest why they are important and how they are used.	Children recognise the significance of religious objects and can explain this in detail.	Children consider the importance of religious symbols and what they represent.	Children can apply their understanding of religious symbols and objects and consider what symbols and objects represent themselves.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Religious Texts and Stories</p>	<p>Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p>	<p>Children talk about some of the stories that are used in religious contexts and why people still read them</p> <p>Children recognise ways that people treat their sacred books.</p>	<p>Children retell some stories behind festivals.</p> <p>Children retell stories about care for the world.</p> <p>Children retell religious stories from more than one faith and explain what they mean.</p> <p>Children make links between the messages within sacred texts and the way people live.</p> <p>Children ask and suggest answers to questions arising from stories across more than one faith.</p> <p>Children recognise that sacred texts contain stories which are special to many people and should be treated with respect.</p>	<p>Children retell and suggest the meanings of stories from sacred texts about people who encountered God.</p> <p>Children retell stories linked to festivals and say why they are important to believers.</p> <p>Children recall and names some stories from sacred texts that inspire.</p>	<p>Children make connections between stories within a sacred text.</p> <p>Children make connections between stories about temptation and why people are tempted.</p> <p>Children give examples of how and suggest reasons why religious groups use their sacred text today.</p>	<p>Children compare stories across religions.</p> <p>Children identify three reasons why a sacred text is important to a religious group and how it makes a difference to how they live.</p>	<p>Children compare a religious character across religions – Jesus in Christianity, Islam, Judaism.</p> <p>Children offer interpretations of two parables and say what they might teach people about how to live.</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Religious Festivals and Ceremonies</p>	<p>Children can name special occasions and understand that some of these are religious celebrations (Easter/Christmas).</p>	<p>Children identify a special time they celebrate and what celebration means.</p> <p>Children know that people use music in worship.</p>	<p>Children can identify several religious ceremonies and festivals.</p> <p>Children identify ways that festivals are marked and identify how this might make people feel.</p> <p>Children talk about special religious days and give examples of what might be done to celebrate.</p> <p>Children describe some of the ways in which people use music in worship.</p>	<p>Children recall and name some of the ways religions mark milestones of commitment.</p> <p>Children can describe several religious festivals and describe what these mean to people of faith.</p> <p>Children recognise and identify some differences between religious festivals and other types of celebrations.</p> <p>Children describe some of the ways in which people use music in worship and talk about how different kinds of music makes them feel.</p>	<p>Children identify similarities and differences in the way a festival is celebrated within and between religions.</p> <p>Children describe what happens in ceremonies of commitment and say what these rituals mean.</p> <p>Children ask questions and give ideas about what matters most to believers in festivals.</p> <p>Children suggest reasons why marking milestones of life are important to religious communities.</p> <p>Children understand why people engage in public and private musical worship.</p>	<p>Children can explain the importance of festivals and rituals to people of faith.</p> <p>Children can explain what commitment means to a person of faith.</p>	<p>Children can compare the experience a person of faith may have at a religious festival compared to an atheist.</p> <p>Children explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives.</p>
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Prayer	Children are able to listen to a short prayer and respond appropriately.	Children understand that people of faith pray.	Children describe the practice of prayer.	Children describe what some believers say or do as they pray. Children respond thoughtfully to examples of how praying helps religious believers.	Children describe ways in which prayer can comfort and challenge believers.	Children describe and comment on similarities and differences between how different religions pray.	Children express ideas about how and why religion can help believers when times are hard, giving examples (talking to God through prayer/petition/fasting).
Moral Aspects and Teachings	Children show sensitivity to others' needs and feelings and form positive relationships with adults and other children.	Children talk about how religions teach people that they are valuable, giving simple examples. Children talk about issues of good and bad, right, and wrong arising from stories.	Children ask questions and suggest answers to questions about stories to do with religious festivals. Identify ways that some people make a response to God by caring for others and the world. Children express their own ideas about the creation story and what the moral teachings are. Children respond to examples of cooperation between different people.	Children recall and talk about some rules for living in religious traditions. Children suggest some ideas about good ways to treat others arising from their learning. Children find out about at least two teachings from religions about how to live a good life.	Children give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions. Children give examples of ways in which some inspirational people have been guided by their religion. Children discuss their own and others' ideas about why humans do bad things and how people try to put things right.	Children discuss their own ideas about how people decide right and wrong. Children share their own ideas about the importance of values to live by, comparing them to religious ideas.	Children suggest reasons why some believers see generosity and charity as more important than buildings and art. Children discuss their own understanding of what a religious figure would do in relation to a moral dilemma from the world today. Children describe the forms of guidance religious people use and compare them to the forms of guidance experienced by the pupil.