



Stratford Upon Avon Primary School

KS1 and KS2 Progression of Skills – RE – Skills, Knowledge and Understanding

Based on the National Curriculum for KS1 and KS2

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Key Questions (taken from the Coventry and Warwickshire Agreed Syllabus for Religious Education 2017-2022)	Which stories are special and why? Which people are special and why? Which places are special and why? Which times are special and why? Where do we belong? What is special about our world?	Who is a Christian and what do they believe? What makes some places sacred? How and why do we celebrate special and sacred times? What does it mean to belong to a faith community? Who is a Hindu and how do they live?	Who is a Muslim and what do they believe? Who is Jewish and what do they believe? What can we learn from sacred books? How should we care for others and why does it matter? Who is a Sikh and how do they live?	What do people believe about God? Why is the Bible important to Christians? Why do people pray? What does it mean to be a Christian in Britain today? Why are festivals important to Christian communities?	Why is Jesus inspiring to some people? Why do some people think life is a journey? What does it mean to be a Hindu in Britain today? What can we learn from religions about what is right and wrong?	Why do some people think God exists? What would Jesus do? Can we live by the values of Jesus in the 20th century? If God is everywhere, why go to a place of worship? What does it mean to be a Muslim in Britain today?	What do religions say to us when life gets hard? Is it better to express your religion in arts and architecture or in charity and generosity? What matters most to Christians and Humanists? What difference does it make to believe in Ahimsa (harmlessness), Grace (the generosity of God), and Ummah (community)?



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<p>Expectations (Coventry and Warwickshire agreed syllabus)</p>	<p>Pupils will encounter Christianity and other faiths, as part of their growing sense of self, their own community and their place within it.</p>	<p>Pupils will gain an understanding of all the six principal religions and recognise that many people hold secular (non-religious) views. Particular focus should be given to Christianity and two other religions chosen from Buddhism, Hinduism, Islam, Judaism and Sikhism. Pupils should develop an understanding of the role of religion in encouraging forgiveness, bridge-building and reconciliation.</p>	<p>Pupils will develop a deeper understanding of all the six principal religions and appreciate that many people hold secular (non-religious) views. All six religions should be studied in KS2. Pupils might also look at religious groups and individuals who work to foster good moral behaviour and what it means to be 'good'. There is also scope to explore the work of religious groups that encourage peace and forgiveness, and the role of Coventry Cathedral.</p>
<p>End of key stage outcomes A</p> <p>Know about and understand a range of religions and world views.</p>	<p>Children in EYFS should encounter religions and worldviews through special people, books, times, places and objects and by visiting places of worship. They should listen to and talk about stories. Children can be introduced to subject specific words and use all their sense to</p>	<p>A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meaning behind them.</p> <p>A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.</p> <p>A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.</p>	<p>A1. Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.</p> <p>A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities</p> <p>A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.</p>



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<p>End of key stage outcomes B Express ideas and insights about the nature, significance and impact of religious and worldviews</p>	<p>explore beliefs, practices and forms of expression. They ask questions and reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of and wonder at the world in which they live.</p>	<p>B1. Express ideas and insights about the nature, significance and impact of religions and world views.</p> <p>B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.</p> <p>B3. Notice and respond sensitively to some similarities between different religions and world views.</p>	<p>B1. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.</p> <p>B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.</p> <p>B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.</p>
<p>End of key stage outcomes C Gain and deploy the skills needed to engage seriously with religions and worldviews.</p>	<p>explore beliefs, practices and forms of expression. They ask questions and reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of and wonder at the world in which they live.</p>	<p>C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music art or poetry.</p> <p>C2. Find out about and respond with ideas to examples of cooperation between people who are different</p> <p>C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.</p>	<p>C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including reasoning, music, art and poetry.</p> <p>C2. Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect.</p> <p>C3. Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.</p>