

St Leonard's C of E (A) Primary School- RELIGIOUS EDUCATION Progress of Skills Map 2024-25

At St. Leonard's, it is our intent that Religious Education should promote the Christian concept of the Trinity to engage and inform, equipping our children with the knowledge and skills to ask and seek answers to challenging questions. RE is taught using the Diocese of Lichfield's Guidance following the 'Understanding Christianity' scheme. We provide an irresistible curriculum that not only develops our children's understanding of their own faith and values, but also encourages them to flourish as individuals. This enables them to make sense of religion and to be able to reflect on their own views. We provide our children with opportunities to learn about world religions and views in local, national and global contexts, to discover, explore and consider different answers to these questions. As a result, they will become independent, empathetic and responsible members of society who understand and explore big questions about life. They will be encouraged to find out what people believe and what difference this makes to how they live, enabling them to develop their ideas, values and identities whilst **also** embracing our vision of how to live as Christians, with a sense of Hope, Community, Dignity and Wisdom.

	EYFS Skills	Key Stage 1 Skills	Lower Key Stage 2 Skills	Upper Key Stage 2 Skills
Focus Areas (over 2 year cycle)	CREATION F1 (Digging deeper) Why is the word 'God' so important to Christians? CREATION F1 Why is the word 'God' so important to Christians? INCARNATION F2 Why do Christians perform nativity plays at Christmas? INCARNATION F2 (Digging deeper) Why do Christians perform nativity plays at Christmas? SALVATION F3 Why do Christians put a cross in an Easter garden? SALVATION F3 (Digging deeper) Why do Christians put a cross in an Easter garden? -What makes our world special? (Harvest focus) -Who celebrates what and how? -multi faith -What happens in our church? -What makes every person special? -Why are some stories special?	GOD 1.1 What do Christians believe God is like? CREATION 1.2 Who made the world? INCARNATION 1.3 Why does Christmas matter to Christians? GOSPEL 1.4 What is the good news that Jesus brings? SALVATION 1.5 Why does Easter matter to Christians? -What does Easter mean to Christians? -How can I make a difference in the world? -Celebrations - multi faith -Islam - What do Muslims believe? -Islam - What can we learn from a Mosque? -How do Christians talk to God? -What can we learn from parables (and other faith stories - multi faith)	CREATION UC 2a.1 What do Christians learn from the creation story? PEOPLE OF GOD UC 2a.2 What is it like to follow God? INCARNATION/ GOD UC 2a.3 What is the trinity? INCARNATION/ GOD UC 2a.3 (Core and Digging deeper) What is the trinity? GOSPEL UC2a.4 What kind of world did Jesus want? SALVATION UC 2a.5 Why do Christians call the day that Jesus died 'Good Friday'? KINGDOM OF GOD UC 2a.6 When Jesus left what was the impact of Pentecost? -How do Christians remember Jesus' last supper? -What can we learn from the First World War in RE? -FEED THE HUNGRY -What do Sikhs believe? -What do you learn from a Gurdwara?	GOD UC2b.1 What does it mean if God is holy and loving? CREATION UC 2b.2 Creation and Science: confliction or complementary? PEOPLE OF GOD UC 2b.3 How can following God bring freedom and justice? INCARNATION UC 2b.4 Was Jesus the Messiah? GOSPEL UC 2b.5 What would Jesus do? KINGDOM OF GOD UC 2a.6 (Core and digging deeper) When Jesus left what was the impact of Pentecost? SALVATION UC 2b.6What did Jesus do to save human beings? SALVATION UC 2b.7 What difference does the resurrection make for Christians? KINGDOM OF GOD UC 2b.8 What kind of king is Jesus? -FEED THE HUNGRY -What are the five pillars of Islam? -What would a fair world look like?

	-What makes a place special? -multi faith						
RE Skills REC to Y6	End of REC Expectations	End of Year 1 Expectations	End of Year 2 Expectations	End of Year 3 Expectations	End of Year 4 Expectations	End of Year 5 Expectations	End of Year 6 Expectations
Thinking about religion and belief	N/A	-Recall features of religious, spiritual and moral stories and other forms of religious expression. -Recognise and name features of religions and beliefs.	-Retell religious, spiritual and moral stories. -Identify how religion and belief is expressed in different ways. -Identify similarities and differences in features of religions and beliefs.	-Make links between beliefs, stories and practices. Identify the impacts of beliefs and practices on people's lives. -Identify similarities and differences between religions and beliefs.	-Comment on connections between questions, beliefs, values and practices. -Describe the impact of beliefs and practices on individuals, groups and communities. -Describe similarities and differences within and between religions and beliefs.	-Explain connections between questions, beliefs, values and practices in different belief systems. -Recognise and explain the impact of beliefs and ultimate questions on individuals and communities. -Explain how and why differences in belief are expressed.	-Use religious and philosophical terminology and concepts to explain religions, beliefs and value systems. -Explain some of the challenges offered by the variety of religions and beliefs in the contemporary world. -Explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures.
Enquiring, investigating and interpreting	DEVELOPMENT MATTERS – UNDERSTANDING THE	-Identify what they find interesting and puzzling in life. -Recognise symbols and other forms of	-Recognise that some questions about life are difficult to answer. -Ask questions about	-Investigate and connect features of religions and beliefs. Ask significant questions about	-Gather, select, and organise ideas about religion and belief. - Suggest answers to some questions raised	-Suggest lines of enquiry to address questions raised by the study of religions and beliefs. -Suggest answers to	-Identify the influences on, and distinguish between, different viewpoints within religions and beliefs.

	WORLD (PEOPLE & COMMUNITIES).	religious expression.	their own and others' feelings and experiences. -Identify possible meanings for symbols and other forms of religious expression.	religions and beliefs. Describe and suggest meanings for symbols and other forms of religious expression.	by the study of religions and beliefs. -Suggest meanings for a range of forms of religious expression, using appropriate vocabulary.	questions raised by the study of religions and beliefs, using relevant sources and evidence. -Recognise and explain diversity within religious expression, using appropriate concepts.	-Interpret religions and beliefs from different perspectives. -Interpret the significance and impact of different forms of religious and spiritual expression.
Beliefs and teachings (what people believe)	<i>NURSERY</i> -Shows interest in the lives of people who are familiar to them. -Remembers and talks about significant events in their own experience. -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 that make them unique, and can talk about some of the similarities and differences in relation to friends or family.	-Recount outlines of some religious stories.	-Retell religious stories and identify some religious beliefs and teachings. <i>Find out how sacred texts are read and handled.</i> <i>Explore the life of key religious figures</i>	-Describe some religious beliefs and teachings of religions studied, and their importance. <i>Explore the life of key religious figures and their teachings</i>	-Describe the key beliefs and teachings of the religions studied, connecting them accurately with other features of the religions making some comparisons between religions <i>Explore the life of key religious figures and their teachings and practices of significance to followers.</i>	-Explain how some beliefs and teachings are shared by different religions and how they make a difference to the lives of individuals and communities. <i>Explore the meanings of a wide range of stories about the beginnings of the world</i>	-Make comparisons between the key beliefs, teachings and practices of the Christian faith and other faiths studied, using a wide range of appropriate language and vocabulary. <i>Explore the origins of sacred writings</i>
Practices and lifestyles (what people do)	the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. <i>RECEPTION</i> -Enjoys joining in with family customs and routines. <u>Early Learning Goal</u>	-Recognise features of religious life and practice. <i>Find out how and when people worship.</i>	-Describe how some features of religions studied are used or exemplified in festivals and practices. <i>Identify the importance of belonging to a religion for some people.</i>	-Describe how some features of religions studied are used or exemplified in festivals and practices. <i>Compare and contrast religion in the home.</i>	-Explain how selected features of religious life and practice make a difference to the lives of individuals and communities. <i>Identify similarities and differences between religious festivals and celebrations</i>	-Explain how selected features of religious life and practice make a difference to the lives of individuals and communities.	-Explain in detail the significance of Christian practices, and those of other faiths studied, to the lives of individuals and communities. <i>Investigate the life of someone inspired by their faith and make links between belief and action.</i>
Expression and language (how people express themselves)	Children talk about past and present events in their own lives and in the lives of family	-Recognise some religious symbols and words.	-Suggest meanings in religious symbols, language and stories.	-Make links between religious symbols, <i>actions, gestures, sounds,</i> language and stories and the beliefs	-Show, using technical terminology, how religious beliefs, ideas and feelings can be expressed in a variety	-Explain how some forms of religious expression are used differently by	-Compare the different ways in which people of faith communities express their faith. <i>Compare and contrast</i>

	members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.	Explore artefacts used in worship	Identify symbolic actions and gestures and how they are used in worship	or ideas that underlie them.	of forms, giving meanings for some symbols, stories and language.	individuals and communities. Identify ways in which different religions name and describe God and the impact this has on believers.	religious symbols, gestures, actions from different religious traditions.
Identity and experience (making sense of who we are)		-Identify aspects of own experience and feelings, in religious material studied. Read stories about belonging to religious communities	-Respond sensitively to the experiences and feelings of others, including those with a faith. Ask questions about customs. Find out about special ceremonies (rites of passage)	-Compare aspects of their own experiences and those of others, identifying what influences their lives.	-Ask questions about the significant experiences of key figures from religions studied and suggest answers from own and others' experiences, including believers.	-Make informed responses to questions of identity and experience in the light of their learning. Research key events in the development of a religious tradition and explain the impact on believers	-Discuss and express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths.
Meaning and purpose (making sense of life)		-Identify things they find interesting or puzzling, in religious materials studied. Ask 'Big Questions'	-Realise that some questions that cause people to wonder are difficult to answer. Explore stories/extracts from sacred texts and talk about the meaning for believers. Find out about individuals' relationship with God	-Compare their own and other people's ideas about questions that are difficult to answer.	-Ask questions about puzzling aspects of life and experiences and suggest answers, making reference to the teaching of religions studied.	-Make informed responses to questions of meaning and purpose in the light of their learning. Investigate and reflect on religious responses to hardship and suffering	-Express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths. Make links between belief and action and the local, national and international impact
Values and commitments (making sense of right and wrong)		-Identify what is of value and concern to themselves, in religious material studied.	-Respond sensitively to the values and concerns of others, including those with a faith, in relation to	-Make links between values and commitments, including religious ones, and their	-Ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues	-Make informed responses to people's values and commitments (including religious ones)	-Make informed responses to people's values and commitments (including religious ones) in the light of their learning. They will use

		Listen to religious stories with a moral purpose and reflect on them.	matters of right and wrong. Explore stories from religious traditions and find out about attitudes to the natural world.	own attitudes or behaviour. Investigate ceremonies of belonging associated with different religious groups.	Explore how beliefs and values affect the lives of believers.	in the light of their learning. Explore how religious and moral teachings about the environment impact on the behaviour of believers	different techniques to reflect deeply.
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SKILLS AND PROCESSES TO BE DEVELOPED THROUGH RELIGIOUS EDUCATION

Progression in RE depends upon the development of the following generic learning skills applied to RE. These skills should be used in developing a range of activities for pupils to demonstrate their capabilities in RE. They ensure that teachers will move pupils on from knowledge accumulation and work that is merely descriptive to higher level thinking and more sophisticated skills.

Reflection – this includes:

- Reflecting on feelings, relationships, experience, ultimate questions, beliefs and practices

Empathy – this includes:

- Considering the thoughts, feelings, experiences, attitudes, beliefs and values of others
- Developing the ability to identify feelings such as love, wonder, forgiveness and sorrow
- Seeing the world through the eyes of others, and seeing issues from their point of view

Investigation – this includes:

- Asking relevant questions
- Knowing how to gather information from a variety of sources
- Knowing what may constitute evidence for justifying beliefs in religion

Interpretation – this includes:

- Drawing meaning from artefacts, works of art, music, poetry and symbolism
- Interpreting religious language
- Suggesting meanings of religious texts

Evaluation – this includes:

- Debating issues of religious significance with reference to evidence and argument

Analysis – this includes:

- Distinguishing between opinion and fact
- Distinguishing between the features of different religions

Synthesis – this includes:

- Linking significant features of religion together in a coherent pattern
- Connecting different aspects of life into a meaningful whole

Application – this includes:

- Making the association between religion and individual, community, national and international life

Expression – this includes:

- Explaining concepts, rituals and practices
- Expressing religious views, and responding to religious questions through a variety of media