

# The Canterbury Primary School



## Knowledge and Skills Progression Document RE

Strands of the subject	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Believing</b>	<p><b>Recall</b></p> <p>Remember facts about religious stories, Recognise and name features of religious life and practice.</p>	<p><b>Relate</b></p> <p>Suggest why religious actions are performed, retell religious stories in own words, suggest meaning for symbols, images and stories, recognise similarities and differences between religions.</p>	<p><b>Reflect</b></p> <p>Able to reflect on personal feelings, feelings of other people, relationships, experience, ultimate questions, beliefs and practices</p>	<p><b>Empathise</b></p> <p>Ability to consider thoughts, feelings, experiences, attitudes, beliefs, needs, desires, hopes, aspirations, motivation and values of others. Develop the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow.</p>	<p><b>Questioning</b></p> <p>Develop a sense of curiosity about religious beliefs and practices, human relationships and ultimate questions. Willingness to ask questions. Ask relevant and probing questions</p>	<p><b>Investigation</b></p> <p>Asking relevant questions, knowing how to use different types of sources for gathering information, knowing what may constitute evidence for understanding religion(s), gathering information from religious sources</p>	<p><b>Researching</b></p> <p>Learning where to go to find information about religion(s), knowing how to use different types of sources, knowing what evidence is required</p>

				The ability to see the world through the eyes of others and to see issues from their point of view.			
<b>Expressing</b>	<b>Share</b> Able to talk about who or what is of interest to you and what concerns you?	<b>Reflect</b> Able to reflect on personal feelings, feelings of other people, relationships, experience, ultimate questions, beliefs and practices	<b>Investigate</b> Asking relevant questions, knowing how to use different types of sources for gathering information, knowing what may constitute evidence for understanding religion(s), gathering information from religious sources	<b>Connect</b> Able to make links and find things in common between people. Identify who or what is important to you and other people, including religious people. Make links between religious teachings and values, your own behaviour and values and attitudes. Able to ask important questions about religious teachings and practices.	<b>Empathise</b> Able to describe in detail, using correct religious words and phrases, key features of a religion. Able to make clear links between religious beliefs and sources, religious practices and experiences. Able to describe similarities and differences that exist within a religion and across several religions. Able to show understanding of how, and why	<b>Interpret</b> Able to apply religious beliefs and teachings to specific ethical and ultimate questions, giving an informed explanation using religious and philosophical words. Able to compare different views within or between religions on an ethical or ultimate question and suggest reasons for the similarities and differences.	<b>Analyse</b> Able to distinguish between fact, belief and opinion. Able to distinguish between the features of different religions. Able to ask 'religious' questions in a religious way. Recognise similarities and differences between religious lifestyles and their distinctiveness

					practising a religion affects a believer's life.	Able to explain why the impact religion/ beliefs have on individuals and on whole faith communities varies. Explain the different emphasis given to various types of religious expression by different religions and from within different religions.	from secular lifestyles
<b>Living</b>	<b>Reflect</b> Able to reflect on personal feelings, feelings of other people, relationships, experience, ultimate questions, beliefs and practices	<b>Investigate</b> Asking relevant questions, knowing how to use different types of sources for gathering information, knowing what may constitute evidence for understanding religion(s),	<b>Reflect</b> Able to reflect on personal feelings, feelings of other people, relationships, experience, ultimate questions, beliefs and practices	<b>Research</b> Learning where to go to find information about religion(s), knowing how to use different types of sources, knowing what evidence is required	<b>Investigate</b> Asking relevant questions, knowing how to use different types of sources for gathering information, knowing what may constitute evidence for understanding religion(s),	<b>Respond to</b> Able to respond to features of the natural world and human experiences such as growth, loss, the complexity of relationships within the context of religious practice, belief and experience	<b>Empathise</b> Able to describe in detail, using correct religious words and phrases, key features of a religion. Able to make clear links between religious beliefs and sources, religious

		gathering information from religious sources			gathering information from religious sources		practices and experiences. Able to describe similarities and differences that exist within a religion and across several religions. Able to show understanding of how, and why practising a religion affects a believer's life.

### End Points

Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Dinosaurs</b> CHRISTIANITY Key question: Which places are special and why?	<b>Stone Age</b> CHRISTIANITY Key question: Who is a Christian and what do they believe?	<b>Egyptians</b> CHRISTIANITY Key question: What do Christians believe about God? <b>End point:</b>	<b>Greeks</b> CHRISTIANITY Key question: What do different people believe about God?	<b>Romans</b> CHRISTIANITY Key question: Why is the Bible so important for Christians today?	<b>Vikings</b> CHRISTIANITY Key question: What would Jesus do? <b>End point:</b>	<b>Local Study</b> CHRISTIANITY Key question: Can people live by the values of Jesus

<p>Which stories are special and why?</p> <p><b>End point:</b> Recall facts about some of the places that are special to you and why.</p>	<p><b>End point:</b> Re-tell a story that shows what Christians might think about God, in words, drama and pictures suggesting what it might mean.</p>	<p><b>Make links between</b> what Jesus taught and what Christians believe and do.</p>	<p><b>End point:</b> Ask some questions about believing in God and offer some ideas of their own.</p>	<p><b>End point:</b> Explain the impact Jesus' example and teachings might have on Christians today.</p>	<p>Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today.</p>	<p>in the twenty-first century?</p> <p><b>End point:</b> Explain the challenges of following Jesus' teaching about love, forgiveness, justice and/ or generosity, expressing their own ideas.</p>
<p><b>Royal Events</b> Key Question: What people are special and why? What times are special and why?</p> <p><b>End point:</b> Share stories of special times and special people to you and know why.</p>	<p><b>Battle of Hastings Castles</b> HINDUISM Key Question: How and why do we celebrate special and sacred times? · Why are festivals important to religious communities? · How do Hindus celebrate special times?</p> <p><b>End point:</b> Think about special times and explain why they are special. Recall specific celebrations to share.</p>	<p><b>The Great Fire of London</b> JUDAISM Key Question: How and why do Jews use symbols in -everyday life? -places of worship? -celebrations?</p> <p><b>End point:</b> Show an understanding of meanings in religious symbols, language and stories.</p>	<p><b>The Black Death</b> ISLAM Key Question: Why do people make spiritual journeys? Make connections between Hajj for Muslims and pilgrimages to Lourdes, Iona or 'the Holy Land' for Christians, describing the motives people have for making the journey.</p> <p><b>End point:</b> Make comparisons between religions studied and demonstrate</p>	<p><b>Industrial Revolution</b> HINDUISM Key Question: How do Hindus use their place of worship? Is this different to how churches and mosques are used?</p> <p><b>End point:</b> Demonstrate an understanding of what belonging to a religion involves and the influence of the faith on the living and values of religious believers.</p>	<p><b>World War I</b> JUDAISM Key Question: How and why do Jews use symbols in -everyday life? -places of worship? -celebrations? What roles do words and symbols play in expressing Jewish beliefs?</p> <p><b>End point:</b> Explain the meanings within some religious beliefs, idea and feelings can be expressed in a</p>	<p><b>World War 11</b> ISLAM Key Question: What can we learn from religion about decide what is right and wrong? Does religion help people to make the right choice? Make connections between stories of temptation and why people can find it difficult to be good. Discuss ideas about how people decide what is right and wrong. Express ideas about right</p>

			awareness of key differences as well as similarities.		variety of forms and suggest new and different forms for some of these expressions.	and wrong, good and bad for themselves. Including ideas about love, forgiveness, honesty, kindness and generosity.  End point: Demonstrate an understanding and accept that believers are not always 'true to their faith' in how they live.
<p>People Who Help Us</p> <p>Key Question: What is special about our world? Where do we belong?</p> <p>End point: Recall facts about the world and why it is special to you. Identify where you belong.</p>	<p>Monarchs Queen Elizabeth II</p> <p>JUDAISM Key Question: How should we care for others and the world, and why does it matter? What do the Jewish faith believe?</p> <p>End point: Explain the impact of how our actions</p>	<p>Disability Stephen Hawking</p> <p>BUDDHISM Key Question: Does religion help people to be good? Does it make a difference which religion you follow?</p> <p>End point: Demonstrate an understanding and accept that</p>	<p>Religious Beliefs Gandhi</p> <p>HINDUISM Key Question: What does it mean to be a Hindu in Britain today? What are the challenges faced by Hindus today?</p> <p>End point: Demonstrate an understanding of</p>	<p>Gender Malala</p> <p>ISLAM Key Question: What is good and challenging about being a teenage Muslim in Britain today?</p> <p>End point: Demonstrate an understanding of what belonging to a</p>	<p>Civil Rights Martin Luther King</p> <p>SIKHISM Key Question: Is religion a power for peace or a cause for conflict in the world today? Should Sikhs take care of the world?</p> <p>End point:</p>	<p>LGBTQ+ Alan Turing</p> <p>BUDDHISM Key Question: What can we learn from religions about deciding what is right and wrong? Does following a religion and living by the values and beliefs</p>

	can impact on the world we live in today.	believers are not always 'true to their faith' in how they live.	hat belonging to a religion involves and the influence of the faith on the living and values of religious believers.	religion involves and the influence of the faith on the living and values of religious believers.	Debate issues of religious significance with reference to experience, evidence and argument.	help people to be good?  End point: Demonstrate an understanding and accept that believers are not always 'true to their faith' in how they live.
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