

RE Progression of skills



Key Stage 1 Bury RE Agreed Syllabus	Key Stage 2 Bury RE Agreed Syllabus
Pupils should be taught: Discovering EYFS Why God, Christmas and Easter are so special for Christians Being special: where do we belong? Which places and stories are special and why? Exploring (KS1) Christians belief in God and why made the world? Why does Christmas and Easter matter to Christians? What is the 'good news' Christians believe Jesus brings? Who is Muslim and how do they live? Who is Jewish and how do they live? What makes some places sacred to believers? How should we care for others and the world and why does it matter? What does it mean to belong to a faith community?	Pupils should be taught: Connecting (LKS2) What do Christians learn from the Creation story? What is it like for someone to follow God? What is the 'Trinity' and why is it important to Christians? What kind of world did Jesus want? Why do Christians call the day Jesus died 'Good Friday' and for Christians what was the impact of Pentecost? What do Hindus believe God is like and what does it mean to be Hindu in Britain today? How do festivals and worship show what matters to a Muslim? How do festivals and family life show what matters to Jewish people? How and why do people mark the significant events of life? How and why do people try to make the world a better place? Connecting (UKS2) What does it mean if Christians believe God is loving and holy? Why do Christians believe Jesus was the messiah? What do Christians believe Jesus did to save people and what kind of king is he? How do Christians decide how to live? Creation and Science: conflicting or complimentary Why do Hindus want to be good?

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What does it mean to be a Muslim in Britain today?
 Why is the Torah so important to Jewish people?
 What matters most to Humanists and Christians?
 Why do some people believe in God and some people not?
 How does faith help when life gets hard?

RE Overview Year A				
	EYFS	KS1	LKS2	UKS2
Investigating and Interpreting	Listen to religious stories Talk about a religious symbol e.g. star	Retell religious stories with some details Recognise religious symbols and words and talk about them	Discuss the moral/meaning of religious stories/texts Say what a religious object or symbol means and how it is used in worship	Use a widening range of sources to pursue answers Discuss religious artwork taking note of their details and style
Reflecting, Expressing and Empathising	Say how they feel when they are happy or sad Recognise how someone else is feeling	Talk about the places or people that have special meaning in their own lives Recognise and respect things and places that are special to others	Describe how action and atmosphere makes them feel Begin to express their own thoughts about what others believe and how they live their lives	See similarities and differences in religious, spiritual and moral expression found within religious groups Express their own views with respect about religious beliefs

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				they have studied and the lives of the people who follow them
Applying and Evaluating	Talk about how we are all different in a positive way Begin to understand that it is good that others have a different point of view	Recognise religious materials and treat them with care and respect Show increasing tolerance when others give an alternative viewpoint	See links between different aspects of religions Talk about what makes people choose a religious way of life	Begin to make links between the lives of religious people from different groups Talk about the value religious believers find in their faith

RE Overview Year B				
	EYFS	KS1	LKS2	UKS2
Investigating and Interpreting	Listen to religious stories Talk about a religious symbol e.g. a cross	Talk about religious stories and suggest meanings Recognise that religious symbols and words are important to certain groups of people	Ask increasing deep and complex questions about the meanings of stories/sacred texts Describe how religious people show the importance of symbols, texts and stories.	Explain how religious sources are used to provide answers to important questions Understand figures of speech or metaphors which explain religious ideas

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Reflecting, Expressing and Empathising	Say how they feel when they are happy or sad Recognise how someone else is feeling	Show increasing awareness of the feelings of others and respond appropriately to them Ask questions about why some groups believe different things	See with sensitivity how others respond to their actions, words or behaviour Understand and discuss the words 'awe' and 'wonder'	Connect their feelings, both positive and negative, with those of others, including those in religious contexts Experience the use of silence and thoughtfulness in religion and life
Applying and Evaluating	Talk about how we are all different in a positive way Begin to understand that it is good that others have a different point of view	Think about their own family and what is important to them Show increasing tolerance when others give an alternative viewpoint	Begin to ask questions about the faith communities of children in our own school Discover from their peers how their faith affects their daily lives and the choices they make	Describe, connect and explain different features of religion in terms of celebration, worship, pilgrimage and rituals. Think about the value religious believers find in their faith and relate this to their own experiences