



Christ Church CE Primary School : Religious Education Progression of Skills ladder



Skills Focus	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Beliefs, teachings, sources of wisdom and authority	<p>Listen to religious stories and talk about their meaning.</p> <p>Recognise some religious words.</p>	<p>Explore and retell a religious story (e.g. Christian, Muslim) and talk about it.</p> <p>Identify features of different religious texts (e.g. parables, historical, poetry)</p>	<p>Explore and retell a religious story and suggest meanings to some religious and moral stories.</p> <p>Recognise a link with a concept (e.g. Incarnation, Salvation)</p>	<p>Describe what a believer might learn from a religious story/sacred text.</p> <p>Reflect and respond thoughtfully.</p> <p>Explore the origins of texts and understand where they fit onto a timeline.</p>	<p>Make clear links between the beliefs (teachings, sources, etc) of different religions studied and show how they are connected to believers' lives.</p>	<p>Suggest reasons for the similar and different beliefs, which people hold, and explain how religious sources are used to provide answers to important questions about life and morality.</p> <p>Outline the timeline of the 'big story' of the Bible, explaining the place within it of the core concepts studied.</p>	<p>Describe, connect and explain features of religion and worldviews in terms of celebration, worship, pilgrimage and the rituals, which mark important points in life.</p> <p>Explain connections between key theological terms and religious texts.</p>
Experiences and ways of living	<p>Know about some religious festivals.</p> <p>Talk about some belonging ceremonies. (e.g. Christening)</p>	<p>Recall and name different beliefs and practices, including key festivals, worship rituals and ways of life.</p> <p>Explore and recognise ways that people of faith celebrate key milestones in a person's life</p>	<p>Ask and respond to questions about why religious communities do different things.</p> <p>Identify ways in which religious texts impact how believers live</p> <p>Give clear accounts of what the religious texts might mean to believers</p>	<p>Describe and begin to make links between some of the things that are the same and different for religious people.</p> <p>Discuss and offer opinions on what texts might mean to believers</p>	<p>Use the correct religious vocabulary to describe and compare what practices and experiences may be involved in belonging to different religious groups.</p> <p>Explore a wider variety of forms of religious literature found in a range of sacred books and identify characteristics of each genre</p>	<p>Begin to explain, with reasons, the meaning and significance religion/faith to individuals and communities.</p> <p>Understand and explain the connection between religious text and what people of faith believe, how they behave in their own lives, in their faith communities and the view they have of the wider world</p>	<p>Understand and explain how concepts/beliefs resonate in their own life and in the life of a believer and how this impact on the way they and a believer chooses to live their life.</p> <p>Suggest meanings for religious texts and compare their ideas both within the class and also with ways in which people of faith interpret those texts</p>

<p>Ways of expressing meaning</p>	<p>Recognise and talk about a religious symbol (e.g. star at Christmas)</p> <p>Know about how some people express their beliefs (e.g. what happens in church)</p>	<p>Recognise religious art, symbols and words and talk about them.</p>	<p>Recognise that religious symbols, words and actions express a community way of living.</p> <p>Understand how people from different faiths worship and be able to identify key symbolic actions and language used within worship</p>	<p>Use religious vocabulary to describe some of the different ways of life and ways of expressing meaning, using a range of media.</p> <p>Make clear links between religious text, beliefs and practices (e.g. The Last Supper, salvation and Communion)</p>	<p>Verbalise and/or express their own thoughts about belief, ways of living and expressing meaning, using a range of media.</p> <p>Identify the main characteristics of an act of worship and discuss about the importance of worship for believers</p>	<p>Show understanding of the similarities and differences in forma of religious, spiritual and moral expression found within and between religions and begin to apply their knowledge to their own understanding of religious and spiritual expression of belief and value.</p>	<p>Consistently use correct religious and philosophical vocabulary in explaining what the significance of different forms of religious, spiritual and moral expression might be for believers.</p>
<p>Questions of identity, diversity and belonging</p>	<p>Talk about their family.</p>	<p>Begin to ask questions about the faith communities in their school.</p> <p>Begin to compare the features of different religions and beliefs – recognising differences and similarities between faiths.</p>	<p>Notice and respond sensitively to some similarities between religious and worldviews.</p> <p>Reflect on examples of how believers live and consider how this impacts the world that we share</p> <p>Reflect on examples of how believers live and consider what we can learn from that for our own lives.</p>	<p>Compare their own understanding of belonging with that of someone else’s. Identify similarities and difference.</p> <p>Show understanding of the ways of belonging to religions and what these involve (e.g. baptism, 5Ks)</p>	<p>Verbalise their own understanding of the concept/belief, e.g. belonging, and start to relate this to the people they are studying (e.g. Hindu / Muslim people)</p> <p>Investigate some features of key religious festivals and celebrations and identify similarities and difference in how different faiths recognise key times</p>	<p>Begin to consider and apply ideas about ways in which diverse communities can live together for the well-being of all and respond thoughtfully to ideas about community, values and respect.</p> <p>Identify the influences on, and distinguish between different viewpoints within the same religious or non-religious viewpoint (e.g. the range of beliefs about the creation of the world amongst Christians).</p>	<p>Consider the challenges and impact of belonging to a religion today with reference to our own and other people’s views on human society, supporting those views with reasons and examples.</p> <p>Understand the challenges a person may face when living out their faith in today’s world</p>

<p>Questions of meaning, purpose and truth</p>	<p>Say how they feel when they are happy or sad.</p> <p>Show interest in the world around them and ask questions about what they see and experience.</p>	<p>Think about the special things that happen to them and others.</p>	<p>Explore questions about meaning and truth.</p> <p>Discuss sacred writings and sources of wisdom.</p> <p>Reflect on examples of how believers live and consider how this impacts the world that we share.</p>	<p>Ask important questions about life and compare ideas with those of other people.</p>	<p>Begin to apply their own and others' ideas to a given question and support their viewpoint with facts and evidence.</p> <p>Raise questions about issues that cause people to wonder and to have faith. Consider how the concept studied might make a difference to how we think and live.</p>	<p>Represent the views of others about meaning, purpose and truth.</p>	<p>Use reasoning and examples to express confidently insights into their own and others' views on questions about the meaning and purpose of life and search for truth.</p> <p>Make links between beliefs and actions. Understand how these can have an impact locally, nationally and internationally.</p>
<p>Questions of values and commitments</p>	<p>Say why their family is important to them.</p> <p>Begin to understand what is important to some people of faith.</p> <p>Begin to understand what is important to themselves.</p>	<p>Think about what is important to them and to other people.</p> <p>Consider, through discussion, whether particular religious text have anything to say on how we should live.</p>	<p>Begin to express their ideas and opinions and to recognise there could be one more than one answer.</p> <p>Reflect on examples of how believers live and consider what we can learn from that for our own lives.</p>	<p>Link things that are important to them and other people with the way they think and behave.</p> <p>Raise questions about issues that cause people to wonder and to have faith. Consider how the concept studied might make a difference to the wider world around us.</p>	<p>Confidently ask questions about the moral decisions they make and suggest what might happen as a result of different decisions, including those made with reference to religious beliefs/values.</p> <p>Make links with religious teachings and what we see in the world around us (e.g. laws, legal system, acts of kindness and courageous advocacy).</p>	<p>Apply and express their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair.</p> <p>Explore how beliefs can impact on the big issues of the day e.g. the environment, poverty, injustice.</p>	<p>Use reasoning and a range of examples to express insights into the relationship between beliefs, teachings and world issues.</p> <p>Reflect on their own ideas.</p> <p>Explain how the concepts studied have challenged or inspired our own thinking and actions.</p>

Key Christianity Vocabulary	End of EYFS	End of KS1	End of Lower KS2	End of Upper KS2
	Creation, God, pray, worship, Christian, belonging, school values, celebrate, festival, Harvest, incarnation, Nativity, Christmas, Salvation Bible, Easter, Lent, Jesus	Forgiveness, Creator, universe, gospel, charity, faith, community, parables, Holy week, Easter Sunday Crucifixion, Resurrection, Baptism, Old Testament, New Testament, advent (Faiths, special places, books and stories to fit curriculum)	Trinity, Good Friday, The Fall, sin, reconciliation, symbols, Eucharist/communion, courageous advocates, Laws, Holy Spirit, Pentecost, Good Friday, Last Supper, (Faiths, beliefs, celebrations, key figures and festivals to fit curriculum)	Omnipotent , Eternal Proverb, Messiah Prophecy, Prophet, Kingdom of God, holy, creationist, evolution, justice, respect, saviour, humanist (Comparisons of faiths and world views to fit curriculum)
Key skills to address when planning	Explore – Know about and understand texts, beliefs and content. Making sense of the text	Relate – Identify how actions of believers are impacted by beliefs. Understanding the impact	Apply – Understand and reflect upon how the learning can relate to our own lives and the world around us. Making connections	

'We value all children as unique 'Children of God' and welcome them into our safe, loving and supportive Christ Church family. We endeavour to use nurture to encourage individuals to flourish and aspire to reach their God given potential. We rejoice in our rich diversity and our broad, balanced curriculum provides opportunities for all to achieve excellence, open minds and inspire dreams both now and the future'.

Achieving excellence, opening minds, inspiring dreams, creating futures.