

The Edward Richardson Primary School

RE Knowledge and Skills Progression



Year Group	Personal Knowledge	Substantive Knowledge	Disciplinary Knowledge (Skills)
Christianity			
EYFS Class 1	Identify family and friends who are special to me and why. Explain why presents are special to me and others (including Giving and Saying 'thank you') Can explain what I think is special about Spring and Easter. Can explain how I feel about a story and start to make links to my own experience. Can give examples of what makes a home special to me and others.	Know some religious Stories (Moses and 10 Commandments, Jesus Healing) Recall The Christmas story (including the Shepherds and the Wise Men) Can recall the Easter Story. Know some stories from different religions, cultures and worldviews Know special places for different religions and worldviews (Church)	Listen carefully to stories about special people and begin to understand why they are special. Listen carefully to and retell the Christmas story in some detail. Can listen carefully to the Easter story and consider how people in the story felt. Can listen carefully to and retell stories from different cultures and worldviews. Can talk about what happens in different special places (prayer, worship, ceremonies)
Y1/2 Class 2	Say when I have been kind to others even when it was difficult Say how to take care of things or people Say how it felt to take care of something or somebody Talk about a gift that is special to me Start to explain how it felt to receive a special gift Explain what I believe happens to you when you die	Remember something Jesus said or did to be kind Re-tell a story Jesus told about being kind (e.g. The Good Samaritan or Zacchaeus the Tax Collector) Know the Christian Creation Story Remember some Christian beliefs about God and talk about them Start to say actions a Christian might take because of their beliefs about God Recall important stories for Christians from prior learning Remember some of the Christmas story Start to link meaning to parts of the story. E.g. what the gifts said about Jesus	Say if I think most Christians think they should be kind and give a reason Express an opinion about some Christian beliefs about God Start to link Christian beliefs and good actions Suggest a gift a Christian might give to Jesus Starting to explain why Jesus is special to Christians (incarnation) Start to explain what Christians might believe about the resurrection of Jesus, and give my own opinion, and to evaluate how important this might be to them

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		Recall what Christians believe happened on or after Easter Sunday Start to explain the Christian belief in the resurrection of Jesus and why this might be so important to them Suggest what I think happened to Jesus after the tomb was found empty Recall important beliefs, values and practices from prior learning in Christianity	
Y3/4 Class 3	Reflect on what I think might or might not be good about the story of Easter as a rescue Discuss my special place, tell you why it is special and how I feel when I am there Start to reflect on a range of special places Explain my own beliefs about whether anything is ever eternal	Know an example of Christian pilgrimage Say what some of the symbols of Easter represent (cross/bread/wine) Say why Christians might see Jesus' death as important Make links between different Christian beliefs and their views on whether anything is ever eternal Recall prior learning on Christian beliefs about eternal life.	Identify the similarities and differences between pilgrimages from different religions Reflect on the Easter story and explain what might be good about Good Friday to a Christian Understand why a Church may have an impact on a Christian Start to say why the church may or may not be important to Christians Identify similarities and difference with Christian marriage Identify similarities and differences with Sanatani beliefs.
Y5/6 Class 4	Show an understanding of why people show commitment in different ways Start to explain why one way of showing commitment may not be better than another Talk about some of the things in the world that people think of as miracles and whether there might be another explanation Explain how "true" could mean different things to different people, and how stories can be "true" in different ways	Recall key Christian verses Describe how different practices enable Christians to show their commitment to God and understand that some of these will be more significant to some Christians than others Retell a story about Jesus healing someone (e.g.: Jesus healing the Leper, Jesus healing the blind man or Jesus healing the paralysed man)	Explain why I think some ways of showing commitment to God might be better than others for Christians Start to explain that individuals choose to show different degrees of commitment to their religion and can relate this to commitments I make in my life Say what I think might have happened in one of Jesus' healing miracles Say whether I think Jesus actually healed people or not

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	Explain my own definitions of purpose and destiny	Explain one Christian viewpoint about one of Jesus' healing miracles Describe what a Christian might learn from the Christmas story Start to explain the Christian belief that Jesus was the incarnation of God Say how some events in Holy Week tell Christians about Jesus' purpose/ destiny Start to explain whether the evidence shows that God intended Jesus to be crucified and rise again, or whether the crucifixion was the consequence of the events of Holy Week	Express an opinion on whether the Christmas story is true and what this might mean to Christians Consider important questions about whether Jesus knew he was going to be crucified Start to express an opinion on whether Jesus' crucifixion was his destiny or purpose
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Year Group	Personal Knowledge	Substantive Knowledge	Disciplinary Knowledge (Skills)
Humanism			
EYFS Class 1	N/A	N/A	N/A
Y1/2 Class 2	N/A	Start to know a non-religious understanding of creation	Identify similarities and differences between beliefs and understanding of creation.
Y3/4 Class 3	Describe a time when I made somebody happy Explain some actions a Humanist might take to lead a good life	Name a Humanist symbol Explain some things that Humanists might believe Identify elements of a Humanist ceremony Identify Humanist beliefs about life after death and elements of a Humanist ceremony	Explain how Humanists might act in their daily lives Identify similarities and difference with other marriage ceremonies Identify similarities and differences with other beliefs and practices.
Y5/6 Class 4	Explain something which has inspired me and how I live Start to discuss the impact of an inspirational person or experience on my life	Explain what a Humanist might find as an inspiration and say why	Identify similarities and differences between religious and non-religious actions to care for others Explain how Humanists might act as a result of this inspiration

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Year Group	Personal Knowledge	Substantive Knowledge	Disciplinary Knowledge (Skills)
Islam			
EYFS Class 1	Can explain how I feel about a story and start to make links to my own experience. Can give examples of what makes a home special to me and others.	Know some stories from different religions, cultures and worldviews Know special places for different religions and worldviews (mosque)	Can listen carefully to and retell stories from different cultures and worldviews. Can talk about what happens in different special places (prayer, worship, ceremonies)
Y1/2 Class 2	Say how I might show respect for other people Say who is special to me and say why Say how I might show respect for other people	Starting to explain why the respect Allah is shown by Muslims is the same or different to how I show respect Describe some of the attributes (names) of Allah and what these might mean Identify key facts from the life of Muhammad Start to explain how events might impact on Muslims today Start to explain why the respect Allah is shown by Muslims is the same or different to how I show respect Describe some of the attributes (names) of Allah and what these might mean	Explain how Muslims might show respect for these in their daily lives Start to explain the impact of this on the life of a Muslim today Say why I have chosen certain facts about Muhammad's life above others Start to explain how a Muslim might feel about different events Link the story of the Prophet Muhammad to the celebrations of Ramadan and Eid Ul Fitr Explain how Muslims might show respect for these in their daily lives Start to explain the impact of this on the life of a Muslim today
Y3/4 Class 3	Consider a special journey I have taken or would like to take and explain the feelings it may cause Explain how commitment can be hard and can describe how it would feel to reach a goal Explain what living a good life means to me	Know the story of the Hijra describe important places and actions on the Hajj Start to explain how some of the events during Hajj could help Muslims feel a sense of commitment to God Know the story of the Night Journey Describe the Muslim prayer routine and where they might choose to pray	Consider if completing the Hajj makes a person a better Muslim and say why or why not Explain how Muslims might be helped in their everyday lives by regular prayer Explain the best ways I think a Muslim could lead a good life Start to explain why I think some actions lead to a better life than others

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		starting to give reasons to Explain why Muslims might pray in different places Consider the different actions a Muslim might take to lead a good life	
Y5/6 Class 4	Name a commitment that is important to me and say why it is important Explain what I have learnt from a text and how I might care for things which are important to me	Recall elements of Muslim worship and care. (Salah (prayer), Sawm (fasting), Zakat (charity)) Explain some of the ways that Muslims might show commitment to God Start to understand that some examples of commitment are more significant to some Muslims than others Know the story of the Night of Power Explain facts about the treatment of the Qur'an and how it was revealed Start to explain why the Qur'an is shown respect by the actions Muslims take	Say which I think is the best way for a Muslim to show commitment to God and say why Explain how interpreting the Qur'an might be vital to how a Muslim chooses to live today

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Judaism			
EYFS Class 1	Identify family and friends who are special to me and why. Can give examples of what makes a home special to me and others.	Know some religious Stories (Moses and 10 Commandments) Know special places for different religions and worldviews (Synagogue)	Listen carefully to stories about special people and begin to understand why they are special. Can talk about what happens in different special places (prayer, worship, ceremonies)
Y1/2 Class 2	Say what rules I follow in my life Explain why agreements are important and why they should be kept Start to think about rules I choose to keep and say why they are important to me Say which is my favourite day of the week and talk about food I would like to share in a special meal Discuss why I would choose to follow an instruction not to eat certain foods, whom I would listen to and why	Know the stories of Abraham and the Idols, Abrahams Covenant with God, Moses leading the slaves out of Egypt and Moses and the Ten Commandments. Say why Abraham and Moses are important to Jewish people today Know The Creation Story from Genesis Use the right names for things that are special to Jewish people during Shabbat and explain why Know the story of Moses and the story of Passover. Describe some of the things Jews do to show how their beliefs and respect for God impacts on their daily life Recall significant stories, role models and celebrations from prior learning in Judaism	Talk about an agreement Jewish people make with God and begin to explain why this is important Start to say why these covenants might make Jewish people feel they have a special relationship with God Start to make a connection between being a Jewish child and decisions about behaviour or actions Identify how it might feel to keep Kashrut
Y3/4 Class 3	Talk about my celebrations Reflect on celebrations and say why they are special Express why showing commitment to something may be a good thing Show an understanding of why people show commitment in different ways	Know the Sheema Prayer recall the Ten Commandments Recall the main story of Shavuot and talk about some of the key beliefs and practices Describe how different practices enable Jews to show their commitment to God and understand that some of these will be more significant to some Jews than others	Reflect on the Shavuot festival and explain how a child may feel when they take part in Shavuot activities Explain how some aspects of Shavuot may help a Jewish child feel closer to God Explain why I think some ways of showing commitment to God might be better than others for Jews

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	Give examples of things I do to live a good life and explain which ones are more or less important to me	Know the story of Abraham and Isaac Describe some of the ways that Jews choose to live a good life and consider that they do this in different ways Start to choose and evaluate actions a Jew might take to lead a good life	Start to explain that individuals choose to show different degrees of commitment to their religion Express an opinion on which ways I think might be the best ways for Jews to live a good life and start to give reasons
Y5/6 Class 4	N/A	Recall the story of Moses and the miracles associated with Exodus.	N/A

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Sanatana Dharma			
EYFS Class 1	Identify family and friends who are special to me and why. Can tell you how I might celebrate different events. Can give examples of what makes a home special to me and others.	Know some religious Stories (Rama and Sita*) Know about different celebrations (Holi). Know special places for different religions and worldviews (Mandir)	Listen carefully to stories about special people and begin to understand why they are special. Can show awareness of how different people celebrate. Can talk about what happens in different special places (prayer, worship, ceremonies)
Y1/2 Class 2	Say why belonging is important to me Talk about different parts of my personality Say some of the different roles I take in life	Know the story of Rama and Sita Describe some of the ways a Sanatani might celebrate Diwali and how these celebrations relate to the story of Rama and Sita Know the stories of Ganesha and Lakshmi Remember some Sanatani beliefs about Brahman Start to explain the different roles Brahman might have	Say how Diwali helps a Sanatani child feel like they belong Explain why the story of Rama and Sita might be important to Sanatanis today Say how a Sanatani's beliefs might impact their life Start to explain the actions a Sanatani might or might not take because of their beliefs
Y3/4 Class 3	Explain why water might be important to me Explain different ways I could lead a good life	Know a quote from the Puranas about The Ganges describe a ritual that might happen at or in the Ganges and explain why it is important to the Sanatanis taking part Start to link Sanatani belief in Brahman to rituals performed at the river Identify elements of a Sanatani ceremony in early life Identify elements of a Sanatani marriage ceremony Know Chapter 2 Verse 22 from the Bhagavad Gita	Explain the significance of the Ganges to Sanatanis and how carrying out a ritual there might make a person feel like a better Sanatani Identify similarities and differences with Christian Baptism Identify similarities and difference with Christian marriage Explain why I think some actions might be a better way

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		Say how a Sanatani might lead a good life	than others for a Sanatani to lead a good life Start to explain why I think some actions lead to a better life than others
Y5/6 Class 4	Explain how I see different aspects of myself in different roles and to different people	Recall the Story of Ganesha Make links between Sanatani beliefs regarding Brahman and gods with how they choose to live their lives	Express my understanding of how Brahman can/cannot be in everything

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Buddhism			
EYFS Class 1	N/A	N/A	N/A
Y1/2 Class 2	N/A	N/A	N/A
Y3/4 Class 3	N/A	N/A	N/A
Y5/6 Class 4	Say something that makes me happy Say how it felt to be happy Explain why one of these Buddhist stories might be meaningful to me	Know some key parts of the Buddha's life and talk about them Start to talk about key points in Buddha's life which made him happy Know the story of The Buddha and the Angry Elephant Know the story of Kisa and the Mustard Seed Explain how the teachings of Buddha might impact on the life of a Buddhist today	Express an opinion about making people happy and why it might be important Say what a Buddhist might think could make them happy Explain how Buddha's teachings might make the world a better place

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Sikhi			
EYFS Class 1	Can explain how I feel about a story and start to make links to my own experience.	Know some stories from different religions, cultures and worldviews	Can listen carefully to and retell stories from different cultures and worldviews.
Y1/2 Class 2	N/A	N/A	N/A
Y3/4 Class 3	N/A	N/A	N/A
Y5/6 Class 4	Talk about what I believe in or what is important to me Explain how committing to some things can help me lead a good life Start to choose and evaluate actions I take to lead a good life and explain my reasons	Know the Story of Guru Nanak Talk about the Sikh Gurus and share some of their beliefs Remember some parts of the story of Baisakhi and say how the Khalsa was formed Remember the story of Guru Nanak Describe how some Sikh actions and beliefs help them live a good life Start to choose and evaluate a number of different actions a Sikh might take to lead a good life	Start to explain some actions Sikhs might take because of their beliefs Reflect on Guru teachings and say why these teachings may still be important to Sikhs today Start to explain why parts of the Baisakhi festival are important Evaluate which ways may or may not help Sikhs to live a good life according to their beliefs Start to explain my reasoning about my evaluation, with respect to Sikhi