

Wortham Primary School

Skills and Knowledge Progression Document

Subject area: Religious Education

Age 3 to 4

- Continue developing positive attitudes about the differences between people.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

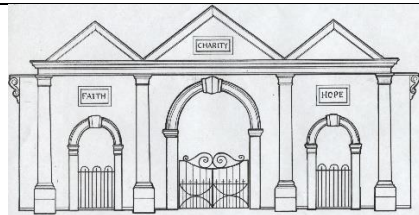
Reception

- Talk about members of their immediate family and community.
- Name and describe people who are familiar to them.
- Compare and contrast characters from stories, including figures from the past
- Understand that some places are special to members of their community.
- Recognise that people have different beliefs and celebrate special times in different ways.
- Recognise some similarities and differences between life in this country and life in other countries

ELG

ELG: People, Culture and Communities

- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.



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Skills and Knowledge Progression Document

Subject area: Religious Education

Area of Learning	KS1	LKS2	UKS2
Belief and teachings	<p>Begin to name different beliefs.</p> <p>Begin to recall key points linked to teachings.</p>	<p>Describe key teachings from religious and nonreligious beliefs.</p> <p>Begin to make comparisons between different teachings.</p> <p>Begin to make links between different religions and non-religions.</p> <p>Explore how holy books share religious teachings Begin to reflect upon own beliefs.</p>	<p>Recognise and explain how some teachings are shared across religions and nonreligions.</p> <p>Explain how beliefs can shape individual lives and the impact on communities.</p> <p>Reflect upon the significance of holy books upon religious teachings and daily life.</p> <p>Reflect upon own beliefs and the influences upon these.</p>
Rituals, Ceremonies and Lifestyles.	<p>Recognise, name and describe artefacts, places and practices linked to religion.</p> <p>Explain rituals and ceremonies and begin to understand the meaning of them, including their own experiences.</p> <p>Recognise when rituals and ceremonies are present across more than one religion.</p>	<p>Identify artefacts and how they are used in rituals and practices.</p> <p>Describe religious and nonreligious buildings and their importance.</p> <p>Explain religious and nonreligious ceremonies and celebrations and the importance in people's lives and sense of belonging, including from own experiences.</p>	<p>Explain practices and lifestyles associated with religions and non-religions.</p> <p>Compare lifestyles across religious and non-religious groups, including why some people adopt different practices in the same religion or non-religion.</p> <p>Reflect upon rituals, practices and ceremonies in own life and the importance these play.</p>
	KS1	LKS2	UKS2

<p>How beliefs are expressed</p>	<p>Begin to understand the role of holy books and why they are important to people.</p> <p>Name symbols and begin to explain the importance of them.</p> <p>Retell important stories and suggest the meanings included in them.</p>	<p>Begin to identify symbolism in different ways of communication (art, flags, readings, stories, etc).</p> <p>Explain the meanings of religious and non-religious stories.</p> <p>Make comparisons between the beliefs of different groups.</p> <p>Begin to express their beliefs in different ways, with respect for others' beliefs.</p>	<p>Explore and explain symbolism.</p> <p>Consider significance of religious and non-religious.</p> <p>Explain different ways that individuals and groups can express their beliefs.</p> <p>Share and explain own thoughts and opinions, showing respect and tolerance for others.</p>
	KS1	LKS2	UKS2
<p>Leaders and significant individuals.</p>	<p>Explore the founding of different religions and nonreligions.</p> <p>Begin to name gods and leaders from different religions and non-religions.</p> <p>Consider important people in own lives</p>	<p>Recognise and recall names of significant individuals and gods from different religions.</p> <p>Explain the importance of significant individuals in own lives.</p>	<p>Make comparisons between gods and leaders of religions and nonreligions.</p> <p>Use different sources (scriptures, stories, art, etc) to find out more about leaders and significant individuals.</p> <p>Explain the importance of significant individuals in own lives, showing respect for others.</p>
<p>Values and personal growth</p>	<p>Consider how actions affect other people. Describe simple differences between people.</p> <p>Understand that everyone has choices to make and begin to introduce morals.</p>	<p>Begin to understand how shared values in communities affect lifestyles and the associated cultural and social differences.</p> <p>Discuss and give opinions on thoughts and beliefs, including listening to and respecting others.</p>	<p>Explain why individuals and communities have similar and differing values.</p> <p>More detailed explanations of own opinions and values, linked to morals, showing respect for others.</p> <p>Develop decision-making skills linked to choices, taking into account</p>

		Make more informed choices and understand associated consequences.	possible consequences and justifying choices made.
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Progression continued:

- Beliefs and Teachings – understanding the key teachings from various religions and non-religions.
- Rituals, Ceremonies and Lifestyles – exploring celebrations and day-to-day practices, including important buildings and pilgrimages, linking to belonging and identity.
- How beliefs are expressed – understanding worship, prayer, books, stories, scriptures, symbols, artefacts and readings linked to religions and non-religions.
- Leaders and Significant Individuals – the importance of key individuals and the roles they play, linking to teachings and founding of religions and non-religions.
- Values and Personal Growth – applying knowledge to own lives and communities, reflecting on own beliefs and considering how these might change, considering spiritual, moral, cultural and social aspects.

RE Vocabulary

Suggested vocabulary linked to different religions and non-religions for **Key stage 1** and **2**.

Key stage 1	Christian, Christmas, Nativity, Bethlehem, Jerusalem, Easter, Palm Sunday, Good Friday, God,	Torah, Moses, synagogue, Shabbat, Star of David, Menorah	Jesus, God, precious, unique, Bible, Christian, church, family, welcome, believe, thanksgiving, awesome, treasure, creation/creator/create, design, responsible,	Allah, Muslim, Muhammad, Qur'an, Arabic, Mecca, Five Pillars, Ramadan, mosque,	Trimurti, Brahma, creator, Vishnu, protector, Shiva, destruction, Ganesh,
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	Bible, Jesus, cross, God, Jesus, Bible, teaching, help, rescue / save, Easter, Good Friday, Palm Sunday, bridge, cross, hosanna (save us), forgive, symbol, tradition hosanna		caretaker, special/holy, wonder/ wonderful, morals, values, right/wrong, respect God, Jesus, help, rescue / save, pray / prayer, belief, cathedral, Lent, Easter, symbol, parable, Bible, hero, need, faith, compare, similarities	minaret, prayer mat	mandir, murti, Diwali
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Key Stage 2	Ten Commandments, disciples, resurrection, sacrifice, crucifixion, baptism, Maundy Thursday, saviour, Salvation, redemption, redeem, rescue, sin, sinner, inspire, Salvation Army Mission, commission, disciples.	Rosh Hashana, Yom Kippur, Shabbat, repentance, thankful, Sukkah, Sukkot, Synagogue, Jewish, Judaism, shofar	Buddhist, Tripitaka, Buddha, Three Jewels, suffering, dharma, birth, death, rebirth, temple	Guru, Sikh, Guru Granth Sahib, Five Ks, kesh, kangha, kara, kachera, kirpan, Gurdwara, Granthi, turban	Humanist, non-religious, morals, right, wrong, Golden Rule, world view Agnostic Atheist Secularist
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	William Booth Salvation Army Sin Saviour Reconciliation Parable Sacrifice Holy week Crucifix Old testament New testament Mark Matthew Luke John Gospel Parable Lectern Synoptic Incarnate				
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