

St James' RE Progression of Skills Map

Concepts	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Investigate	Begin to ask simple questions about religion and what it means to be human. Use some simple sources of information to find answers	Start to ask questions which may have more than one answer. Start to use more than one type of information to find answers	Begin to ask questions about religion and what it means to be human, which may not have an obvious answer Use a widening range of sources to pursue answers.	Continue to develop questions about religion and what it means to be human, which may not have an obvious answer use a widening range of sources to pursue answers	Begin to focus on selecting and understanding relevant sources to deal with religious and spiritual questions with increasing insight and sensitivity. use a widening range of sources to pursue answers	Continue to focus on selecting and understanding relevant sources to deal with religious and spiritual questions with increasing insight and sensitivity. use a widening range of sources to pursue answers	Evaluate a range of responses to the questions and issues raised. use a widening range of sources to pursue answers
Express	actions might mean to believers	Continue to explain what words and actions might mean to believers with	Being to articulate their own reactions and ideas about religious questions	Confidently articulate their own reactions and ideas about religious questions and practices	Begin to clarify and analyse with growing confidence aspects of religion that they find valuable or interesting or negative. Develop the ability to ask "big" questions which might not have an immediately obvious answer.	Clarify and analyse with growing confidence aspects of religion that they find valuable or interesting or	Explain in words and other ways their own responses to matters of deep conviction Develop the

St James' RE Progression of Skills Map

		increased complexity	and practices. Begin to ask "big" questions of their own about faith and religion.			negative Begin to ask questions linked to faith and religion which might not have an obvious answer Start to explain in words and other ways their own responses to matters of deep conviction	ability to ask questions linked to faith and religion which might not have an obvious answer
Interpret	Begin to say what an object or a symbol means	Say what an object or a symbol means Develop the ability to say what an object is	Develop the ability to say what an object or a symbol mean	Start to use figures of speech or metaphors to speak creatively about religious ideas	Use figures of speech or metaphors to speak creatively about religious ideas	Understand different ways in which religious and spiritual experience can be interpreted	Explain the role of interpretation in religion and life
Reflect	identify some places at home and in school that help	Identify some places and experiences that help them to	Describe with increasing range of language, how actions	Being to use the experience of silence and thoughtfulness in religion and in their own lives	Experience the use of silence and thoughtfulness in religion and in their own lives	Being to respond with insight to religious and spiritual issues	Develop the ability to respond with insight to religious and spiritual issues

St James' RE Progression of Skills Map

	them to think deeply	think deeply	and atmospheres makes them feel				
Empathise	Begin to see how others respond to their actions, words or behaviour	See with sensitivity how others respond to their actions, words or behaviour	Connect their feelings, both positive and negative, with those of others, including those in religious stories and contexts	Start to imagine with growing awareness how they would feel in a different situation from their own	Imagine with growing awareness how they would feel in a different situation from their own	Start to identify thoughtfully with other people from a range of communities and stances for life	Identify thoughtfully with other people from a range of communities and stances for life
Apply	Begin to see links and simple connections between aspects of religions eg. different religions have special (holy) books.	See links and simple connections between aspects of religions	Begin to make increasingly subtle and complex links between religious material and their own ideas	Make increasingly subtle and complex links between religious material and their own ideas	Begin to apply learning from one religious context to another with growing awareness and clarity.	Apply learning from one religious context to new contexts with growing awareness and clarity	Apply their learning from different religious sources to the development of their own ideas
Discern	Use "wow!" words to describe the awe and wonder in	Experience the awe and wonder of the natural	Begin to explore ideas beyond the surface by	Be willing to look beyond the surface at underlying ideas and questions	Begin to weigh up the value religious believers find in their faith with insight, relating it to their own experience	Weigh up the value religious believers find in their faith	Discern with clarity, respect and thoughtfulness the impact

St James' RE Progression of Skills Map

	nature and in friendships	world and of human relations	asking "I wonder..." type questions			with insight, relating it to their own experience	(positive and negative) of religious and secular ways of living
Analyse	Say a fact about a religious building or idea	Begin to distinguish between a fact and an opinion	Be able to distinguish between a fact and an opinion	Begin to join in discussion about issues arising from the study of religion	Join in discussion about issues arising from the study of religion	Use reasons, facts, opinions, examples, arguments and experience to justify or question a view of a religious issue	Analyse the religious views encountered with fairness, balance, empathy and critical rigour
Synthesise	Be introduced to words connected with different religious practices.	Begin to use general words (e.g. sacred book, festival) to describe a range of religious practices from different faiths	Use general words (e.g. sacred book, festival) to describe a range of religious practices from different faiths	Begin to make links between different aspects of one religion; or similar and contrasting aspects of two or more religions	Make links between different aspects of one religion, or similar and contrasting aspects of two or more religions	Begin to explain clearly the relationships, similarities and differences between a range of religious arguments, ideas, views and teachings.	Explain clearly the relationships, similarities and differences between a range of religious arguments, ideas, views and teachings.
Evaluate	Begin to describe a choice they	Talk about what makes	Begin to describe how and	Describe how and why religious people	Begin to weigh up with fairness and balance the value they see in a range of religious practises	Weigh up with fairness and balance	Evaluate skilfully some religious

St James' RE Progression of Skills Map

	have made based on belief Eg "I go to church on Sundays because...	people choose religious ways of life and the reasons they give for these choices	why religious people show the importance of symbols, key figures, texts or stories	show the importance of symbols, key figures, texts or stories		the value they see in a range of religious practises	responses to moral issues and their own responses
Belonging				<u>Rules for Living</u> Which rules should we follow? World Faith Link: Buddhism, Islam, Sikhism Does everybody follow the same rules? Why / why not? To listen to the story of Moses receiving the 10 Commandments . Discussion about the rules given by God and following those rules. To interview a Christian and ask	<u>How are faith communities represented in Wigan?</u> •Demonstrate knowledge and understanding of faith communities in Wigan. •Explain the impact of religion on people's lives. •Ask thoughtful, enquiry-based questions about faith communities in the local area.		<u>How are faith communities represented in the UK?</u> •Identify key features of the Christian life style. • Identify the main festivals in the church calendar and describe the main events of them. • Make links between key Christian beliefs and actions.

St James' RE Progression of Skills Map

				questions about following the 'rules'. To investigate rules for living in world faiths.			
<u>Special times/festivals</u>		<u>Christmas Why do we give and receive gifts?</u> World Faith Link: Hinduism, Islam To listen to the nativity story, the story of the Wise Men and the story of St Nicholas. To investigate the celebrations of Diwali Reyes the	<u>Christmas Why was the birth of Jesus such good news?</u> Sending and receiving good news. Discussing angels and looking at artwork. Hearing the stories and considering the answers to the key questions. <u>Easter How do symbols help us understand the easter story?</u>	<u>Christmas How does the presence of Jesus impact people's lives?</u> A guided meditation to the hills of Bethlehem. Discussing preparations for Christmas and the presence of Jesus The story of Papa Panov Thinking about the story of the statue in Strasbourg. <u>– Easter Is the cross a symbol of sadness or joy?</u>	<u>Christmas: Why is Jesus described as the light of the world? Why is light an important symbol in World Faiths?</u> Discussing the key questions. Sitting in a darkened room in candlelight. Jesus, light, candles, Christingle, Light of the World, Saviour and Why is light an important symbol in world faiths? Give pupils an understanding of the Christian belief that Jesus is the, 'Light of the World'. Explore the multi-faceted metaphor of bringing light into people's lives. Considering how Jesus and the actions of his followers brings light into people's lives. <u>Easter A story of betrayal or trust?</u> World Faith Link: Hinduism, Islam, Judaism, Sikhism What do world faiths say about forgiveness? Critical analysis of the Easter story, highlighting times of trust and betrayal. Pole play Peter's denial and	<u>Christmas How do our celebrations reflect the true meaning of Christmas?</u> Identifying the two nativity stories and considering the purpose of the Gospel writers. <u>Easter Why do Christians believe that Easter is a celebration of victory?</u> Discussion about victory. Answering the key questions	<u>Advent How do Christians prepare for Christmas?</u> Discuss in what ways Jesus fulfilled the Old Testament prophecies. Think about what John's message would be today. Talk about the pupils' hopes and dreams. Be introduced to the belief that Christ will come again. <u>Jesus (Easter) Who was Jesus? Who is</u>

St James' RE Progression of Skills Map

		festival of the 3 Kings in Spain. To experience giving and receiving gifts <u>Easter</u> <u>What do you think is the most important part of the Easter story?</u> Make connections between Easter and the new life of spring. To hear, discuss and retell the events of the Easter	The symbolism of the Paschal candle. Look at a variety of crosses from around the world.	To listen to and retell the Easter Story, emphasising the emotions expressed by the people. To consider how the emotions of the events of Holy Week and Easter are reflected in church services	Jesus' forgiveness. Looking at artwork depicting the events in the Easter story. Ask pupils to describe/explain what they could learn from the behaviour of Peter, Judas and the women. Using the Bible to find answers to the key questions Answering the question from the point of view of the suggested people in the activities below.	Looking at the imagery and words of Easter paintings and hymns.	<u>Jesus?</u> World Faith Link: Buddhism, Hinduism, Islam, Judaism, Sikhism Who was Jesus?
--	--	---	---	---	---	--	--

St James' RE Progression of Skills Map

		Story. To study the miracle of the life cycle of a butterfly, plant, frog etc. To create an Easter garden.					
<u>Special books/stories</u>		<u>Why do Christians love to tell stories about Jesus?</u> - Recognise that Holy books contain stories that are special to many people and should be treated with respect. - Identify and	<u>What can we learn from Christian and Jewish creation stories?</u> Creation: What are your favourite things that God created? What do people of Muslim and Hindu faith believe about how	<u>What makes some books sacred?</u> - Reflect and talk about books that are special to them and why. - Identify the holy books of other religious traditions, suggesting reasons why holy books are sacred and different from other books. - Recall stories from the bible and suggest			

St James' RE Progression of Skills Map

		explain the difference between a parable and a miracle. • Reflect and talk about their own experiences relating to some of the themes in stories that are told about Jesus, for example, friendship or the loss of something, being thankful, bravery and kindness.	God made the world?	simple meanings for these.			
<u>Worship/places of worship</u>		<u>What does it mean to be part of</u>			<u>The Church Are all churches the same?</u> World Faith Link: Hinduism, Islam, Judaism, Sikhism Are all places of	<u>What is important in Jewish life and worship?</u>	

St James' RE Progression of Skills Map

		<u>a Jewish family?</u> • Talk about and explain how a Jewish home is different or the same as their home. • Identify a variety of Jewish artefacts found in a Jewish home, explain what they are used for. • Describe how Shabbat is celebrated by a Jewish family, giving a reason			worship the same? Do people worship God in the same way? Visiting the Parish Church and at least one church of a different denomination followed by a discussion of the similarities and differences. Visiting a mosque/synagogue/temple/gurdwara Where how and why do people pray?	• Demonstrate knowledge and understanding of the Jewish religion. • Identify some key Jewish religious artefacts and explain their function in Jewish life and worship. • Describe and explain the main features of Jewish life such as Shabbat and kosher.	
--	--	--	--	--	---	---	--

St James' RE Progression of Skills Map

		why Jewish people do not work on the Sabbath and three examples of things that they would not be allowed to do.					
<u>Inspiring people</u>	<u>Special People:</u> Why do Christians believe Jesus is special? Founders and Leaders of faith Buddhism Islam Sikhism		<u>Who is an inspiring person?</u> (Jesus and Moses)	<u>What qualities do leaders of religions demonstrate?</u> • Describe the life of Mohammad and explain his importance and influence in Islam today. • Describe the life of Abraham and explain his importance and influence in Judaism today. • Explain the work of a religious leader in a			

St James' RE Progression of Skills Map

				specific religious tradition.			
Caring for others and the world		<u>Harvest</u> <u>How can we help those who do not have a good harvest?</u> World Faith Link: Judaism How do people of Jewish faith celebrate the harvest? Develop further pupils understanding that Harvest festivals are a traditional celebration to give thanks to God for			<u>What do creation stories teach us about caring for the world?</u> Can religions help to build a fair world? • Ask and respond to questions about fairness and injustice in the world. • Identify examples of injustice in the world and suggest solutions. • Explain how and why religion wants to fight injustice in the world. • Enquire into and describe the main features of creation stories from different religions and cultures, identifying links between them and how believers care for the world. • Ask questions and suggest reasons for the different creation stories and their teachings. • Reflect on the beauty of the world.		<u>Can religions help to build a fair world?</u> Ask and respond to questions about fairness and injustice in the world. • Identify examples of injustice in the world and suggest solutions. • Explain how and why religion wants to fight injustice in the world

St James' RE Progression of Skills Map

		the gifts of the harvest. Increase awareness that the food we eat is harvested and distributed all around the world Raise awareness and that in the UK our harvest is usually plenty but in some other countries around the world the harvest fails. Discuss what the response of					
--	--	--	--	--	--	--	--

St James' RE Progression of Skills Map

		Christians should be to the need of others. To explore the Jewish festival of Sukkot To explore the answers to the key questions To hear about the work of Christian Organisations putting their faith into action To build a Jewish Sukkah					
Religious and secular beliefs		<u>What do Christians believe?</u> Jesus: What made	<u>What do Muslims believe?</u> Describe some of the key features of a Muslim	<u>What do different people believe God is like?</u> Share ideas about God and respond		<u>What are the Five Pillars of Islam?</u> Demonstrate knowledge and	

St James' RE Progression of Skills Map

		Jesus special?	child's daily life and identify how it is different and the same as their own. • Suggest a reason why Muslims are not allowed to have images of Allah.	sensitively to the ideas of others. • Identify and explain some qualities that Christians associate with God. • Demonstrate knowledge and understanding of the nature of God in one other religious tradition. • Give a reason why someone might not believe in God.		understandin g of the five pillars of Islam. • Identify the challenges of keeping the five pillars for Muslims living in Britain today. <u>Why do some people believe in life after death?</u> Understandin g of religious and secular beliefs about life after death – focus on Hinduism	
--	--	----------------	--	--	--	---	--