



Progression of Skills in RE at MPS



Intent

RE explores big questions about life, in order to find out what people believe and what difference this makes to how they live, so that pupils can make sense of religion and worldviews, by reflecting on their ideas and ways of living.

This involves enabling pupils to articulate their own ideas and experience of religion, belief and spirituality. It allows them to gain an understanding of what it means to live in a local community (and in the wider world) in order to promote harmony and good community relations.

In EYFS, RE sits firmly within the areas of personal, social and emotional development and understanding of the world. RE enables children to develop a positive sense of themselves (and others) and to learn how to form positive and respectful relationships. They will do this through a balance of guided, planned teaching and pursuing their own learning within an enabling environment. They will begin to understand and value differences of individuals and groups within their own immediate community. Children will have opportunity to develop their emerging moral and cultural awareness.

In KS1, pupils should develop their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They should use basic subject specific vocabulary. They should raise questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas.

In KS2, pupils should extend their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They should be introduced to an extended range of sources and subject specific vocabulary. They should be encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life. Pupils should learn to express their own ideas in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views.

Implementation

RE is taught according to the Derbyshire and Derby City Agreed Syllabus for religious Education (2020 – 2025). Teachers at MPS promote interactive, creative and experiential learning that promotes social and ethnic accord alongside the endorsement of British Values. We encourage RE to be taught weekly, where possible. However, sometimes RE Days are seen to be a more effective way of delivering the curriculum. These may include workshops led by INSPIRE.

Cross-curricular links with the expressive arts is encouraged. In addition, we endeavour to visit places of worship and other meeting places within the community to develop and encourage communication between different social groups across the local community

Impact

Our RE curriculum will enable children to have a better understanding of the religions that make up the UK landscape and how they can learn from and work alongside each other to create community cohesion. All children will be more informed about their position in the world, and the decisions they can make impacting their future. All children in school will be able to talk confidently about their wellbeing, moral and cultural development for the society in which they live. The RE curriculum will promote inquisitive minds, respect, tolerance and understanding for all those around them including themselves.

By the end of KS2, children should know about and understand a range of world religions and worldviews. They should be open-minded to different points of view and respond respectfully to religious, moral and spiritual questions, beliefs and practices.



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Progression of skills KEY QUESTIONS IN AGREED SYLLABUS	EYFS Children can:	Key Stage 1 (KS1)		Lower Key Stage 2 (LKS2)		Upper Key Stage 2 (UKS2)	
		Year 1 Children can:	Year 2 Children can:	Year 3 Children can:	Year 4 Children can:	Year 5 Children can:	Year 6 Children can:
<p>FS: Which Stories are special and why?</p> <p>KS1: What can we learn from sacred books?</p> <p>LKS2: Why is the Bible so important for Christians today?</p> <p>UKS2: What would Jesus do? (Can we live by the values of Jesus in the 21st Century?)</p>	<p>*Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>*Think about the perspectives of others.</p> <p>*Show sensitivity to their own and others' needs.</p>		<p>* Talk about some of the stories that are used in religion and why people still read them.</p> <p>* Recognise some ways in which Christians, Muslims and Jewish people treat their sacred book.</p> <p>* Recognise that sacred texts contain stories which are special to many people and should be treated with respect.</p> <p>* Retell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories.</p> <p>* Ask and suggest answers to questions arising from stories Jesus told and from another religion.</p> <p>* Talk about issues of good and bad, right and wrong arising from the stories.</p>	<p>* Recall and name some Bible stories that inspire Christians.</p> <p>* Identify at least 2 ways Christians use the Bible in everyday life.</p> <p>* Make connections between stories in the Bible and what Christians believe about creation, the fall and salvation.</p> <p>* Give examples of how and suggest reasons why Christians use the Bible today.</p> <p>* Describe some ways Christians say God is like, with examples from the Bible) using different forms of expression.</p> <p>* Discuss their own and others' ideas about why humans do bad things and how people try to put things right.</p>		<p>* Make connections between some of Jesus' teachings and the way Christians live their lives today.</p> <p>* Discuss their own ideas about the importance of values to live by comparing them to Christian ideas.</p> <p>* Outline Jesus' teaching on how his followers should live.</p> <p>* Offer interpretations of 2 of Jesus' parables and say what they might teach Christians about how to live.</p> <p>* Explain the impact of Jesus' example and teachings might have on Christians today.</p> <p>* Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today.</p>	
<p>FS: Which people are</p>	<p>*Talk about members of their</p>						

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<p>special and why?</p>	<p>immediate family and community. *See themselves as a valuable individual. *Name and describe people who are familiar to them *Talk about the lives of the people around them and their roles on society. *Understand the past through settings, characters and events encountered in books read in class and storytelling. *Show sensitivity to their own and others' needs.</p>						
<p>FS: Which places are special and why?</p> <p>KS1: What makes some places sacred?</p> <p>UKS2: If God is everywhere, why go to a place of worship?</p>	<p>*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. *Understand that some places are special to members of their community. *Think about the perspectives of others. *Show sensitivity to their own and others' needs.</p>	<p>* Recognise that there are special places where people go to worship, and talk about what people do there. * Identify at least 3 objects used in worship in 2 religions. * Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used. * Talk about ways in which stories, objects, symbols and actions used in</p>				<p>* Recall and name some key features of places of worship studied. * Find out about what believers say about their places of worship. * Make connections between how believers feel about places of worship in different traditions. * Select and describe the most important functions of a place of worship for the community. * Give examples of how places of worship support believers in difficult times, explaining</p>	



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		<p>churches, mosques and / or synagogues show what people believe.</p> <ul style="list-style-type: none"> * Describe some ways in which people use music in worship and talk about how different kinds of music makes them feel. * Ask good questions during a school visit about what happens in a church, mosque or synagogue. 				<p>why this matters to believers.</p> <ul style="list-style-type: none"> * Present ideas about the importance of people in a place of worship, rather than the place itself. 	
<p>FS: Which times are special and why?</p> <p>KS1: How and why do we celebrate special and sacred times?</p> <p>LKS2: Why are festivals important to religious communities?</p>	<ul style="list-style-type: none"> *Recognise that people have different beliefs and celebrate special times in different ways. *Show sensitivity to their own and others' needs. *Think about the perspectives of others. *Talk about the lives of the people around them and their roles in society. *Know some similarities and differences between different religions and cultural communities in this 	<ul style="list-style-type: none"> * Identify a special time they celebrate and explain simply what celebration means. * Talk about ways in which Jesus was a special person who Christians believe is the Son of God. * Identify some ways Christians celebrate Christmas / Easter/ Harvest / Pentecost and some ways a festival is celebrated in another religion. * Retell stories connected with Christmas / Easter/ Harvest / Pentecost and some ways a festival is celebrated in another religion and say why these are important to believers. * Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival from another religion. * Collect examples of what people do, give, sing, remember or think about at the religious festivals studied and say why they matter to believers. 	<ul style="list-style-type: none"> * Recognise and identify some differences between religious festivals and other types of celebrations. * Retell some stories behind festivals (Eg. Christmas, Diwali, Pesach) * Make connections between stories, symbols and beliefs with what happens in at least 2 festivals. * Ask questions and give ideas about what matters most to believers in festivals Eg. Easter, Eid) * identify similarities and differences in the way festivals are celebrated in and between religions. * Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives. 				



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<p>FS: Where do we belong?</p> <p>KS1: What does it mean to belong to a faith community?</p> <p>LKS2: Why do some people think that life is a journey and what significant experiences mark this?</p> <p>UKS2: Is it better to express your beliefs in arts and architecture or in charity and generosity?</p>	<p>country, drawing on their experiences and what has been read in class.</p> <p>*See themselves as a valuable individual.</p> <p>*Think about the perspectives of others.</p> <p>*Talk about members of their immediate family and community.</p> <p>*Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>*Show sensitivity to their own and others' needs.</p> <p>*Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>* Talk about what is special and of value about belonging to a group that is important to them.</p> <p>* Show an awareness that some people belong to different religions.</p> <p>* Recognise and name some symbols of belonging from their own experiences, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers.</p> <p>* Give an account of what happens at a traditional Christian infant baptism / dedication and suggest what the actions and symbols mean.</p> <p>* Identify 2 ways people show they belong to each other when they get married.</p> <p>* respond to examples of co-operation between different people.</p>	<p>*Recall and name some of the ways religions mark milestones of commitment (including marriage)</p> <p>* Identify at least 2 promises made by believers at these ceremonies and say why they are important.</p> <p>* Suggest why some people see life as a journey and identify some of the key milestones on this journey.</p> <p>* Describe what happens in Christian, Jewish and / or Hindu ceremonies of commitment and say what these rituals mean.</p> <p>* Suggest reasons why marking the milestones of life are important to Christians, Hindus and / or Jewish people.</p> <p>* Link up some questions and answers about how believers show commitment with their own ideas</p>	<p>* Respond with ideas of their own to the title question.</p> <p>* Find out about religious teachings, charities and ways of expressing generosity.</p> <p>* Describe and make connections between examples of religious creativity (buildings and art)</p> <p>*Show understanding of the value of sacred buildings and art.</p> <p>* Suggest reasons why some believers see generosity and charity as more important than buildings and art.</p> <p>* Apply ideas about values and from scriptures to the title question.</p>
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<p>FS: What is special about our world?</p> <p>KS1: How should we care for others and the world – and why does it matter?</p> <p>UKS2: Why do some people think God exists?</p>	<p>*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.</p> <p>* Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>*Talk about the lives of people around them and their roles in society.</p> <p>*Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>*Think about the perspectives of others.</p> <p>*See themselves as a valuable individual.</p> <p>*Show sensitivity to their own and others' needs.</p>		<p>* Talk about how religions teach that people are valuable, giving simple examples.</p> <p>* Recognise that some people believe God created the world and so we should look after it.</p> <p>* Retell Bible stories and stories from another faith about caring for others and the world.</p> <p>* Identify ways that some people make a response to God by caring for others and the world.</p> <p>* Talk about issues of good and bad, right and wrong arising from the stories.</p> <p>*Talk about some texts from different religions that promote 'the Golden Rule' and think about what would happen if people followed this idea more.</p> <p>* Use creative ways to express their own ideas about the creation story and what it says God is like.</p>		<p>about community, belonging and belief.</p>	<p>* Define the terms theist, atheist and agnostic and give examples of statements that reflect these beliefs.</p> <p>* Give 2 reasons why a Christian believes in God and why an atheist does not.</p> <p>* Outline clearly a Christian understanding of what God is like, using examples and evidence.</p> <p>* Give examples of ways in which believing in God is valuable in in the lives of Christians and ways in which it can be challenging.</p> <p>* Express thoughtful ideas about the impact of believing or not believing in God on someone's life.</p> <p>* Present different views on why people believe in God or not, including their own ideas.</p>	
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<p>KS1: Who is a Christian and what do they believe?</p> <p>LKS2: What does it mean to be a Christian in Britain today?</p>		<ul style="list-style-type: none"> * Talk about the fact that Christians believe in God and follow the example of Jesus. * Recognise some Christian symbols and images used to express ideas about God. * Talk about some simple ideas about Christian beliefs about God and Jesus. * Retell a story that shows what Christians might think about God, in words, drama and pictures – suggesting what it means. 	<ul style="list-style-type: none"> * Identify and name examples of what Christians have and do in their families and at church to show their faith. * Ask good questions about what Christians do to show their faith. * Describe some examples of what Christians do to show their faith and make connections with some Christian beliefs and teachings. * Suggest at least 2 reasons why being a Christian is a good thing in Britain today and 2 reasons why it might be hard sometimes. * Discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others 		
<p>KS1: Who is a Muslim and what do they believe?</p> <p>UKS2: What does it mean to be a Muslim in Britain today?</p>		<ul style="list-style-type: none"> * Talk about the fact that Muslims believe in Allah and follow the example of the prophet Muhammad. * Identify some ways Muslims mark Ramadan and Eid-ul-Fitr (and how this might make them feel). * Recognise that Muslims do not draw Allah or the prophet but use calligraphy to say what God is like. * Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 names of Allah. * Retell a story about the life of the prophet Muhammad. * Recognise some objects used by Muslims and suggest why they are important 		<ul style="list-style-type: none"> * Describe the 5 Pillars of Islam and give examples of how these affect the everyday lives of Muslims. * Identify 3 reasons why the Holy Qur'an is important to Muslims and how it makes a difference to how they live. * Make connections between Muslim practice of the 5 Pillars and their beliefs about God and the Prophet Muhammad. * Describe and reflect on the significance of the Holy Qur'an to Muslims. * Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils. * Make connections between the key functions of the mosque and the beliefs of Muslims. 	
<p>Key Stage 1 Year 1</p>					
<p>KS1: Who is Jewish and what do they believe? (Y1)</p>	<ul style="list-style-type: none"> * Talk about the fact that Jewish people believe in God. * Recognise that some Jewish people remember God in different ways. * Talk about how the mezuzah in the home reminds Jewish people about God. * Talk about how Shabbat is a special day of the week for Jewish people and give some examples of what they might do on Shabbat. * Retell a story that show what Jewish people at the festivals of Sukkot, Chanukah or Pesach might think about God, suggesting what it means. * Ask some questions about believing in God and offer some ideas of their own. 				



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	Lower Key Stage 2	
	Year 3	Year 4
LKS2: What does it mean to be a Hindu in Britain today	<ul style="list-style-type: none"> * Identify and name examples of what Hindus have and do in their families and at mandir to show their faith. * Ask good questions about what Hindus do to show their faith. * Describe some examples of what Hindus do to show their faith and make connections with some Hindu beliefs and teachings about aims and duties in life. * Describe some ways in which Hindus express their faith through puja, aarti and bhajans. * Suggest at least 2 reasons why being a Hindu is a good thing in Britain today and 2 reasons why it might be hard sometimes. * Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others. 	
LKS2: What do different people believe about God? (Christian focus and /either Hindus and Muslims)	<ul style="list-style-type: none"> * Identify beliefs about God that are held by Christians, Hindus and / or Muslims. * Retell and suggest the meaning of stories from sacred texts about people who encountered God. * Describe some of the ways in which Christians, Hindus and/or Muslims describe God. * Ask questions and suggest some of their own responses to ideas about God. * Suggest why having a faith or belief in something can be hard. * Identify how and say why it makes a difference in people's lives to believe in God. 	
LKS2: Why do people pray?	<ul style="list-style-type: none"> * Describe what some believers say and do when they pray. * Respond thoughtfully to examples of how praying helps religious believers. * Describe the practice of prayer in religions studied. * Make connections between what people believe about prayer and what they do when they pray. * Describe ways in which prayer can comfort and challenge believers. * Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray. 	
LKS2: Why is Jesus inspiring to some people?		<ul style="list-style-type: none"> * Ask questions raised by the stories and life of Jesus and followers today and give examples of how Christians are inspired by Jesus. * Suggest some ideas about good ways to treat others, arising from their learning. * Make connections between some of Jesus' teachings and the way Christians live today. * Describe how Christians celebrate Holy Week and Easter Sunday. * Identify the most important parts of Easter for Christians and say why they are important. * Give simple definitions of some key Christian terms (Eg. Gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter.
LKS2: What can we learn from religions about deciding what is right and wrong?		<ul style="list-style-type: none"> * Recall and talk about some rules for living in religious traditions. * Find out at least 2 teachings from religions about how to live a good life. * Give examples of rules for living from religions and suggest ways in which they might help believers make difficult decisions.

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		<ul style="list-style-type: none"> * Make connections between stories of temptation and why people can find it difficult to be good. * Give examples of ways in which some inspirational people have been guided by their religion. * Discuss their own and others' ideas about how people decide right and wrong.
Upper Key Stage 2		
	Year 5	Year 6
UKS2: What matters most to Christians and Humanists?	<ul style="list-style-type: none"> * Identify the values found in stories and texts. * Suggest ideas about why humans can be both good and bad, making links with Christian ideas. * Describe what Christians mean about humans being made in the image of God and being 'fallen' – giving examples. * Describe some Christian and Humanist values simply. * Express their own ideas about some big moral concepts, such as fairness, honesty etc., comparing them with the ideas others they have studied. * Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view. 	
UKS2: What difference does it make to believe in Ahisma, Grace and / or Ummah?		<ul style="list-style-type: none"> * Describe what Ahisma, Grace and / or Ummah mean to religious people. * Respond sensitively to examples of religious practice with ideas of their own. * Make connections and behaviour in different religions. * Outline the challenges of being a Hindu, Christian or Muslim in Britain today. * Make connections between beliefs in Ahisma, Grace and Ummah, teachings and sources of wisdom in the 3 religions. * Consider similarities and differences between beliefs and behaviour in different faiths.
UKS2: What do religions say to us when life gets hard?		<ul style="list-style-type: none"> * Raise thoughtful questions and suggest some answers about life, death, suffering and what matters most in life. * Give simple definitions of some key terms to do with life after death (Eg. Salvation, heaven, reincarnation) * Express ideas about how and why religion can help believers when times are hard, giving examples. * Outline Christian, Hindu and / or non-religious beliefs about life after death. * Explain some similarities and differences between beliefs about life after death. * Explain some reasons why Christians and Humanists have different ideas about an afterlife