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| **Danegrove School – Progression of Skills in RE** | | | | | | | | | | | | | |
|  | FS | YEAR 1 | | YEAR 2 | | YEAR 3 | | YERAR 4 | | YEAR 5 | | YREAR 6 | |
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| Myself and Belonging | I can talk about being part of a group that is special to me e.g. my family, rainbows, class, school etc  **I can talk about the special people in my life and describe why they are important to me.**  **To understand what a family is and that there are different types of family and how family members care.**  **I can talk about what is special about my name and the names of other people in my class and their meanings.**  **I can ask questions about, and respond sensitively to their own and others experiences and feelings.** | I can name the groups I belong to and talk about what is special and of value about belonging to a group.  I can name some of the different religious groups people in my class might belong to.  **I can make links with belonging to a family, neighbourhood and a religion.**  **I can talk about what it means to belong to a family.**  **I can talk about what it means to belong to a religion.**  **I can talk about and describe 2 religious ceremonies from 2 different religions that are celebrated in the home and In the community.**  **(I can describe a variety of religious ceremonies in the home and in the community)** | | I can talk about belonging and what it means to me.  I can name symbols of belonging for at least 3 different religions and compare them.  I can describe why some of these symbols show they belong to their religion.  **I can understand what it means to belong to a faith.**  **I can talk about how belonging to a religion is developed through dress and personal symbols.**  **I can identify and discuss the support that belonging to a group – friendship, family. Religious - can give to individuals.**  **I can reflect on and consider religious feelings, experiences and concepts such as worship, wonder prise, thanks joy and sadness.** | | I can identify and describe the groups we belong to and say why they are important.  I can identify correctly some of the groups and items a child from a particular religious group might value.  I can recognise that there are both similarities and difference between people even when they are in the same group.  **I can discuss and reflect on what it means to belong to at least 2 different faiths and the similarities and difference between the two.**  **I can understand the impact that religion has on individuals lives and the difference it makes to the way they organise their time, their choices and behaviour.** | | I can describe and show understanding of some different religious and social groups in my community.  I can understand the commitment and dedication need for different faith followers.  I can discuss why worshippers choose to attend a particular place of worship and what it means to belong.  **I can discuss and reflect on what it means to belong to at least 2 different faiths and the similarities and difference between the two.**  **I can reflect on what it means to follow a religion**. | | I can describe two different kinds of belonging.  I can make a link between values in a story or sacred text and my own behaviour.  I can make a link between religious belonging and being committed to particular values.  **I can discuss and reflect on what it means to belong to at least 2 different faiths and the similarities and difference between the two.**  **I can reflect on what it means to follow a religion**.  **I can talk about What challenges does it pose? What support does it give?** | | I can suggest what the belongings of a person from a particular religious group tell me about their values and commitments (what matters most to them.)  **I can discuss and reflect on what it means to belong to at least 2 world views or faiths e.g. humanism, secularism, atheists, agnostic, spiritual etc and can reflect and compare the idea of belonging with the major beliefs.**  **I can compare the similarities and differences between these world views and faiths.**  **I can give my own and others views o questions about who we are and where belong and on the challenge of belonging to a religion and explain what inspire and influence us.** | |
| Journey or life and death = (focusing on marriage and death ceremonies) | I can talk about my own feels of being happy and sad.  I can talk about stories I have heard about being happy and sad.  I know that sometimes events in different religions e.g. Easter, make some people ask questions about what happens when someone dies.  **I can talk about how I celebrate my birthday and listen to other people’s experiences and can recall the story of 2 religious leaders’ birthdays.**  **I am starting to find out about different belonging ceremonies and talk about what I have found out and can use some correct names to describe some aspects of these ceremonies e.g. Christenings, naming ceremonies, name days from 2 different religions.** | I can talk about different celebrations I have been to e.g. weddings, christenings, funerals and other types of rites of passages from the different cultures within the class.  I can name and say what happens at these festivals.  I can tell someone about my own celebrations and someone else’s celebration.  **I can explore how birth ceremonies express beliefs, feelings and emotions and understand that this is the first step in their journey of faith.** | | I can retell a story about the birthday or moments from the life of 2 different religious founders e.g. Jesus, Guru Nanak or the life of Muhammad and what they might mean for members of that religion.  I can recognise and talk about how we use all our five senses, our thoughts and felling to celebrate a big day.  **I can ask questions about, and respond sensitively to, their own and others experiences and feelings.** | | I can identify events in my life’ journey and say why they are important to me.  I can describe and compare the importance of a rite of passage from 2 different religions.  I can make a link between these rites of passage and my own life.  I can recognise that life and death are a mystery and makes us puzzled.  **I can understand the ways in which religion often see life as a journey with rituals that celebrate the stages.** | | I can suggest some reason why religions often describe life as a journey.  I can show some understanding of the different answers to the question “What happens we die?” by using appropriate vocabulary such as judgement and reincarnation.  I can identify a belief about death from 2 different religions.  **I can understand the different beliefs about life and deaths and what teachings they are based upon.** | | I can ask some questions and suggest some answers about beliefs about life and death and beyond.  I can show that I understand words or ideas such as ‘symbol’, ‘metaphor’, ‘spiritual’ or ‘mystery of life.’  I can make a simple link between my ideas and questions about life and those of others  **I can understand why rites of passage important to religious believers.**  **I can identify the symbols and key concepts of these rites of passage.** | | I can suggest the impact a belief in life after death or reincarnation might have on the way a believer lives this life.  I can give some alternative answers to the question “What happens when we die?” distinguishing between religions and non-religious answers.  I can express my own beliefs about life after death or human values, referring to ideas from two religions I have studied.  **I can ask why many people believe in life after death and give my own views.**  **I can compare my views with a particular religious view.** | |
| Special places and pilgrimage | I can talk about a place that is special to me.  I can start to recognise that the people in my class go to lots of different places that are special to them.  I can start to use names for places that are special to others.  I can show that I am beginning to be aware of different cultures and beliefs.  I can notice an example of a religious word or object or place. | | I can talk about a place that is special to me and how it makes me feel.  I can talk about what makes a place feel special.  I can name at least 2 religious buildings from pictures and recognise some of their features.  **To understand that religious people have special places in the community where they worship.**  **I can identify key features of a scared place in the home in two religions.** | | I can talk about a place that is special for me and why it is special.  I can recognise and share ideas about the difference between my special place and a sacred place.  I can suggest 2 reasons why a person belonging to a particular religion chooses to go to that place of worship.  I can identify 3 important features of a place of worship, matching them to a religion and suggesting what they are used for.  **I can identify places which are special to religious groups and their key features and how they reflect their beliefs.**  **Pupils can talk about the emotions associated with places of spiritual and religious significance and reflect upon their own feelings.** | | I can use the correct vocabulary when talking about 2 different places of worship and suggest 3 ways that they are different and 3 ways they are the same.  I can show that I understand why people make special journeys.  **I can use religious vocabulary to name parts and artefacts of a religious buildings.**  **I can reflect on the importance of sacred spaces to religions believers.**  **I can make links between religious beliefs, ideas and feelings associated with local sites.** | | I can describe the impact that religion has had on my local community and how it has connected up teaching from sacred text with their action in the local community and compare this to an example from a different locality  **I can identify places of religion and worship in my local community and talk about the significance of them, the religion, variety and importance of those sacred places.**  **I can talk about why these places are important to particular faith groups.**  **I can describe the role of the different parts a religious building and its artefacts for the worshiping community** | | I can give reasons why believers like to go to their place of worship.  **I can talk about how religious commitment can be show in a variety of ways.**  **I can talk about the significance of religion in the national community and the variety and importance of sacred places within it.**  **I can talk about how going on a journey can often change how people look at life.**  **I can reflect on the importance of sacred spaces to religions believers.**  **I can make links between religious beliefs, ideas and feelings associated with national sites.** | | I can apply my own ideas about what matters most in a place of worship and explain them.  **I can reflect on sources of inspiration in my own and other lives**  **I can talk about the significance of religion in the global community and the variety and importance of sacred places within it.**  **I can describe the journey a religious believer goes on to visit a scared place and why.**  **I can reflect on the importance of sacred spaces to religions believers.**  **I can make links between religious beliefs, ideas and feelings associated with international sites.**  **I can show how religious belief, ideas and feeling can be expressed through special place, explaining some symbolism.** |
| Religious symbols | I can talk about some religious symbols I have seen. | | Pupils can identify and talk about a range of religious symbols and talk about why and how they are used.  I can recognise a symbol special to 2 religions and talk about interesting or puzzling question I wold like to know about.  **I can use a range of religious words associated with religious artefact, places of worship and special times.** | | Pupils can identify a variety of religious symbols and understand why they are important to a faith group.  **I can talk about the meanings of symbols n different religions.**  **I can understand why they are important to different faith groups.** | | Pupils can identify and describe a variety of religious symbols and suggest meanings for them.  **I can identify, describe and understand the variety of symbols that different religions use to express meaning.**  **I can discuss and reflect on the ways that religions express religions meaning through symbolic actions and I can identify similarities and differences.** | | Pupils can identify a variety of religious symbols and the religion they come from and understand their importance.  **I can discuss and reflect on the ways that religions express religions meaning through symbolic words and I can identify similarities and differences.** | | Pupils can recognise and identify a wider range of symbols e.g. worldviews e.g. the humanist symbols etc and the religion they come from and make comparisons and discuss meanings.  **I can discuss and reflect on the ways that religions express religions meaning through symbolic objects and I can identify similarities and differences.** | | Puppis can recognise and identify a wider range of symbols e.g. Humanist symbols etc and the world-view they come from and understand why they are important to faith groups and their relevance to day.  **I can understand why religious symbols are important to faith groups today.**  **I can discuss and reflect on the ways that religions express religions meaning through symbolic artistic expression and I can identify similarities and differences.** |
| Special times/worship | I can talk about events that are special to me and my family and what we do.  Pupils can discuss some important celebrations and festivals and name some of the ways they are celebrated.  I can talk about what I do when I celebrate a special day.  I can listen to stories about festivals and celebrations and retell some parts of it. | | I talk about some of the things people do to celebrate different festivals and events.  **I can name important festivals in different religions.**  **I can describe celebrations that take place in the home from at least 2 religions.**  **I can talk about the similarities and differences.** | | I can compare and identify similarities between different religious festivals and events.  I can ask and answer questions about different religious festivals and events.  **I can explain the significance of festivals and the importance to believers.**  **I can describe celebrations that take place in a place of worship from 2 different religions and I can talk about the**  **similarities and differences.**  **I can name and explore a range of celebrations, worship and rituals in different religions.** | | I can explain the significance of festivals and their importance to believers.  I can observe and describe different way of marking g ‘big days’.  I can make connections between religious festivals and ‘big days’ e.g. Valentine’s Day, Red Nose Day, Remembrance Day etc, describing similarities and differences.  I can link the make links between the stories behind religious festivals and the forms of celebration.  **I can identify and describe the similarities and difference with and between religions regarding worship.** | | Identify and describe the similarities and differences within and between religions regarding worship.  I can use the vocabulary of different religious festivals to show that I understand the meanings of these festivals.  I can explain how some modern ‘big days’ e.g. Valentine’s Day, Red Nose Day, Remembrance Day etc, are similar and different from religious festivals.  **I can understand that there are connection between my own experiences and those of others.** | | I can explain with reason the different dimensions of religious festivals and celebrations and/or the ‘big days’.  I can explain similarities and differences in ways of celebrating different festivals referring thoughtfully to the concepts and beliefs expressed in the festival.  I can apply the ideas and values of different festivals to my own live.  **I can understand that there are connections between my own experiences and those of others and can say what influences my life.** | | I can show how beliefs and religious ideas and feelings can be expressed in a variety of forms explaining the link between beliefs symbols and worship.  I can talk about my views and suggest questions to-do with the changing patterns of celebration and commemoration in the UK today.  I can express my own views about the true meaning of festivals and the ideas behind **them**.  **I can show how beliefs and religious ideas and feeling can be expressed in a variety of forms explaining the link between beliefs symbols and worship**. |
| Leaders, inspiration people, special people | Talk about people who are special to them and people they hear about in religious stories.  I can talk about people who have helped me.  I can talk about people who are inspirations to people in the local community. | | Pupil can recognise those people who are special to them in their daily lives and why  I can identify ways in which a person can be special and why some people find them special.  I can talk about 2 special people/leaders I have heard about in stories.  **I can talk about the people who are special to me in my daily life and explain why?** | | I can recognise the importance of religious leaders.  I can make links between different leaders and say what is the same and different about them.  **I know why some religious leaders are important.**  **I can use words, phrases and labels to identify religious leaders.** | | I can use words, phrases and labels to identify religious leaders  **I can talk about the importance of at least 2 religious leaders in the local community and their relationship to their followers.**  **I can reflect on the similarities and differences of these leaders.** | | Identify the similarities and difference in religious leaders lives  **I can talk about the importance of at least 2 religious leaders in the local community and their relationship to their followers.**  **I can reflect on the similarities and differences of these leaders.**  **I can understand the importance of inspirational people to my own life.** | | I can recall the key events in religious leader’s lives and understand why their example are still followed by believers today.  **I can talk about the importance of at least 2 religious leaders in the national community and their relationship to their followers.**  **I can reflect on the similarities and differences of these leaders.**  **I can understand the importance of inspirational people can be to my own and other people’s lives.** | | Understand the importance of inspirational people can be to our own and other people’s lives.  **I can talk about the importance of at least 2 religious leaders in the global community and their relationship to their followers.**  **I can reflect on the similarities and differences of these leaders.**  **I can discuss the key events in religious leader’s lives and understand why their example are still followed by believers today.** |
| Beliefs and practices, believing | Pupils can recognise key features of birth ceremonies  **I can talk about a range of celebrations, worship and rituals in a religion noting similarities and differences.** | | I can suggest 2 questions about God or a religion studied or worships that interesting or hard to answer  **I can identify what is of value and concern to myself and others.**  **I can recall elements of the stories that include beliefs and ideas.**  **I can talk about what religions teach about, respect for the world and, and kindness towards other people and animals.**  **I can talk about my own experiences, feelings and what I find interesting and puzzling.** | | I can suggest 3 questions about God or a religion studied or worships that interesting or hard to answer.  **I can talk about the importance of and the need for, rules. What is right and wrong behaviour?**  **I can reflect on the rules in different religions.**  **I can talk about what religions teach about truth, honest and respect for the environment.**  **I can talk about my own experiences, feelings and what I find interesting and puzzling.** | | I can use a developing religious vocabulary to discuss some key features of religion.  I can ask thoughtful questions about religion and belief.  **I can make links with beliefs and actions.**  **I can identify and explain the similarities and differences within and between religions in their responses.** | | I can use a developing religion vocabulary to describe and show understanding of key features of a religion.  I can ask thoughtful questions about religion and belief.  **I can make links between values and commitments.**  **I can identify and explain the similarities and differences within and between religions in their responses.** | | I can explain my ideas about what matters most to different believers.  I can ask thoughtful questions about religion and belief.  **I can identify and understand the response of religions and beliefs to global issues.**  **I can describe and understand the religious and other responses to ultimate and ethical questions.** | | I can raise and suggest answers to questions and issues raised by religion and belief.  I can make links between what matters most to me and to believers from different religions and world-views.  I can ask thoughtful questions about religion and belief.  **I can ask a range of questions about choices and decisions in relationship to stewardship and interdependence suggest what moral and or religious implications might be involved.** |
| Special books/Stories/words | Talk about some religious stories they have shared  I can begin to recognise some books and words that are special to different groups of people.  I can start to use their names in discussions.  I can talk about important words in my school and family.  **I can talk about my favourite book and why I like it.** | | I can talk about books which are special to myself and my family and explain why.  I can retell a religious story using some religious vocabulary and know that it is from a sacred text and is special to some people.  I can talk about some feelings connected with the story and times I may have felt like this.  I can recognise some special words that are important to different religions and give a meaning and action for some of them. I can say which religion or sacred text they come from.  **I can name some religious texts, the religion they come from and talk about their key features**  **I can listen to a range of religious stories and talk about them with others.**  **I can suggest meanings to these stories.** | | I can explain why certain books are very special to me in my life.  I can use some religious word to retell a favourite story of a d religious faith or world view and name the holy book that the story came form and talk about why the story is important to believers and suggest meanings.  I can talk about and express in a variety of ways something in my own experience that the story me think about.  **I can name some religious texts and talk about their key features and make comparisons.**  **I can give reasons why religious books are important and are treated with respect by faith groups.** | | I can make links between beliefs and sources e.g. religious stories and sacred texts.  I retell stories and teachings from 2 different religions and suggest the meaning of these texts  I can ask and suggest answers to questions about sacred texts and stories.  **I can name key religious tests and sources.** | | I can describe what a believer might learn from a religious story and suggest meanings to some religious and moral stories.  I can explore and discuss sacred writings and sources of wisdom and recognising the communities from which they come and make comparisons.  I can explain the importance of different sacred texts for believers and give reasons why it is treated with respect.  **I can understand the nature and use of these books for those who regard them as sacred.** | | I can consider and discuss examples of key leaders in stories from different faiths and their relevance today.  I can explain how and why sacred texts are used a guide for daily living.  After looking and studying a variety of sacred texts:-  I can express thoughtful ideas about how texts and word influence me.  **I can identify stories which enable believers to answer difficult questions about God, the world and human life.** | | I can explain how religious sources help answer questions and ethical /philosophical issues.  I can explain why these books, texts and words are regarded as sacred.  I can understand and talk about the different views people have on what is considered sacred.  I can offer my own thoughts and ideas about sacred texts.  I can talk about how the guidance in sacred texts can be applied to situations today.  **I can reflect on my own beliefs and the sources on which they are based.** |