

Links to Curriculum Drivers

Expressive Communicators, Healthy
Champions, Lifelong learners, World citizens
Open to Possibilities



Ridgeway Primary school

RE skills progression



<u>Threshold Concept</u>	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To understand how to learn about religion	I can use simple religious words and phrases I can recall parts of religious stories I know. I can recognise and name features of religious life and practice I can identify a special time I celebrate and what celebration means. I can show an awareness that some people belong to different religions I can talk about a belief in God for some communities.	I can use religious words and phrases to identify some features of religion I can retell religious stories in increasing detail. I can recognise that sacred texts contain stories which are special to many people and should be treated with respect I can suggest meanings for religious actions and symbols I can make links between the messages within sacred texts and the way people live	I can use a developing religious vocabulary to describe some key features of religions. I can retell stories linked to festivals and say why they are important to believers I can recall and name some stories from sacred texts that inspire I can make links between beliefs and sources, including religious stories and sacred texts I can recognise similarities and differences	I can use a developing religious vocabulary to describe and show understanding of sources, practices, beliefs, ideas, feelings and experiences I can make links between sources, practices, beliefs, ideas, feelings and experiences. I can describe in detail the impact of religion on people's lives. I can suggest meanings for a range of forms of religious expression I can describe some similarities and differences both within and between religions.	I can use a wide religious vocabulary to explain the impact of beliefs on individuals and communities I can talk about how similarities and differences illustrate distinctive beliefs within and between religions and can suggest possible reasons for this. I can identify reasons why a sacred text is important to a religious group and how it makes a difference to how they live I can recognise diversity in forms of religions, spiritual and moral expressions,	I can use an increasingly wide religious vocabulary to explain the impact of beliefs on individuals and communities I can make connections between beliefs and behaviour in different religions, considering similarities and differences I can describe the forms of guidance religious people use and compare them to the forms of guidance experienced by the pupil. I can describe why people belong to religions. I can make connections between the key functions of a religious

	I can talk about some of the religious stories that are used in religious contexts and why people still read them. I can recognise that there are special places where people go to worship and talk about what people do there.	I can talk about why religion is important for some people I can identify how religion is expressed in different ways I can make simple links between belief and practice I can talk about the main similarities in religions	between key features of religions. I can describe some forms of religious expression I can recall and talk about some rules for living in religious traditions I can recognise and identify some differences between religious festivals and other types of celebrations	I can describe what happens in ceremonies of commitments and say what these rituals mean I can suggest why having faith or belief in something can be hard I can identify and say why it makes a difference to people's lives to believe in God I can describe some of the ways religious groups describe God	and within and between religions I can explain how religious sources are used to provide answers to ultimate questions and ethical issues	building and the beliefs of the religious community I can express ideas about how and why religion can help believers when times are hard, giving examples I can suggest reasons why some believers see generosity and charity as an essential part of practising their religion
To understand how to learn from religion	I can talk about my own experiences and feelings I can talk about things that are important to me and others I can talk about things that interest me	I can recognise and talk about my own values and those of others. I can respond sensitively to questions about my own and other's experiences and feelings. I recognise that some questions cause people to wonder and are difficult to answer I can describe some of the ways in which	I can make links between values and commitments, and my own attitudes and behaviour. I can make links between aspects of my own and others' experiences. I can make links between my own and others' responses I can identify what influences me	I can raise and suggest answers to questions about purpose, truth, values and commitments I can apply my ideas to my own and other people's lives I can explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives I can raise and suggest answers to questions	I can discuss their own ideas about the importance of values to live by, comparing them to religious ideas. I can ask and suggest answers to questions of purpose and truth, values and commitments, in relation to my life and the life of others I can raise thoughtful questions and suggest some answers about life, death, suffering	I can ask and give appropriate answers to questions of purpose and truth, values and commitments, in relation to my life and the life of others. I can ask and give appropriate answers to questions of identity, belonging and meaning in relation to my life and the life of others I can acknowledge and reflect upon how my own values impact upon my actions

		people use music in worship and talk about how different kinds of music makes them feel I can talk about ways in which stories, objects, symbols and actions show what people believe I can ask questions and suggest answers to questions arising from stories across more than one faith I can talk about issues of good and bad, right and wrong arising from stories	I can ask important questions about religion and beliefs	of identity, belonging and meaning I can describe what inspires and influences me and others I can ask questions and suggest some of their own responses to ideas about God	and what matters most in life I can explain what inspires and influences me I can express my own and others' views on the challenges of belonging to a religion I can discuss my own ideas about the importance of values to live by, comparing them to religious leaders	I can acknowledge and reflect upon how my own actions have an impact on myself and others
Key vocabulary to be taught	Caring, belonging, religion, special, celebrate, faith, ceremony, promise/s, believer, moments, achievements, memories, family, families, love, followers, right, wrong, friend, special occasion, special building, religious building,	Moral, qualities, attributes, admire, ritual, worship, place of worship, privilege, responsibility, faith, community, reflect, creation <u>Christianity</u> Psalms, cross, altar, prayer beads, Adam, Eve, Genesis, Mary, Joseph, angels, shepherds, Wise Men, Christmas	Rules, obey, moral code, sacred writings, kindness, customs, practices, artefacts, peace, justice, symbols, tradition, leader, temptation, choice, conscience <u>Christianity</u> The Ten Commandments, grace, stained glass window, Rosary beads, disciple,	Beliefs, values, tempted, forgiveness, repentance, commitment, believers, fasting, reflection, lifestyle, diversity, distinctive, thankful, harvesting, creator, provider, attitude, symbolism, priorities, character, act of worship, symbolic actions <u>Christianity</u>	Sacred books, sacred writings, faith communities, supreme, traditional, temptation, overcome, inspire, festival, peaceful, peacemaker, character trait, memorials, remembrance, strength, blessed, commemorate, traditions, purpose, happiness, logo, desire, suffering,	Ceremonies, privileges, self-discipline, endurance, sources, messages, guidance, formation, faith building, charity, charitable event, local, national, international, recreation, holy, wonder, 'big questions', hope, ultimate, non-ultimate, poverty, racism, war, natural disasters, originate, purpose, courage, fundraising, generosity, fellowship, wealth

	prayer, hymns, special book <u>Christianity</u> Christianity, Christian, baptism, church, Harvest, Easter, God, Jesus, Christians, church, Bible, priest, vicar <u>Sikhism</u> Sikhism, Sikh, The Five Ks, Guru, Guru Nanak, Gurdwara	<u>Islam</u> Qur'an, Muslim, Islam, Arabic, sura, subha, wudu, rak'ahs, aqiqah, Ummah, Adhan, Iqamat,	<u>Buddhism</u> The Eightfold Path <u>Islam</u> The Five Pillars, prayer mat, headscarf, <u>Judaism</u> Jewish, Sabbath, , Pesach, Passover, Seder, Jew, <u>Hinduism</u> Hindu, puja, shrine	Lent, Shrove Tuesday, Ash Wednesday, Lamas, confirmation <u>Judaism</u> Sukkoth, Sukkah <u>Hinduism</u> Sacred Thread <i>upanayana</i>, murti, Hindu Temple	hardship, sin, evil, saviour, shepherd, origins, wise words, viewpoint, trust, guide/guided, respect, inspired, inspiration, inspirational, characteristics, leadership, <u>Christianity</u> Palm Sunday, Maundy Thursday, Good Friday, Easter Sunday, Holy Week, Eucharist, Communion, el Salvador cross <u>Hinduism</u> Krishna, Rama and Sita, Divali, Ahimsa, Gandhi, Karma, Dharma <u>Judaism</u> shalom <u>Islam</u> Allah <u>Buddhism</u> Sidhartha Gotama, Buddha, Buddhist	<u>Christianity</u> Abraham, Isaac, Old Testament, Exodus, Genesis, Christian Aid <u>Judaism</u> Bat Mitzvah, Hanukkah, Shabbat, Sabbath, Sabbath Day, havdolah <u>Islam</u> Bilal, muezzin, Prophet Muhammad, Ramadan, Islamic Relief, Zakat, Ummah <u>Buddhism</u> Angulimala <u>Sikhism</u> Khalsa
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