



Northwood Park Primary School

SUBJECT RE Skills and Knowledge Progression

Strand	By the end of EYFS	By the end of Y1	By end of Y2	By end of Y3	BY end of Y4	By end of Y5	By end of Y6
People, Culture and Communities Religions: Christianity Islam Sikhism Hinduism Judaism Buddhism Non- Religious World Views: Humanism	I know that some places and times are special to people. I can recognise that people have different beliefs and celebrate special times differently. I have read simple stories and looked at artefacts from Christianity, Islam, Hinduism,	To know key stories & beliefs in Christianity (e.g. Creation, parables) Have a good knowledge of another religion (e.g. Islam or Sikhism) and their key beliefs, practices Know festivals and celebration for two	Know Christian practices: worship, prayer and read Bible stories. Know practices and beliefs in the other chosen religion(s): daily life, festivals, and stories. To Know different sacred texts, holy places, religious	To know concepts of God / gods in Christianity and Hinduism (or another studied religion). To understand what 'belonging' means in Christianity, Islam, Hinduism.	To know Judaism's key beliefs, practices, festivals. To understand Christianity in more depth knowing sacraments, liturgy, worship forms. To understand interpretations of religious texts and	To know beliefs about life, death, purpose in Christianity, Islam, and non-religious perspectives (e.g. Humanism) Have looked at the concept of Religion and morality. What guides people's ethical decisions.	Completed a in-depth study of worldviews (religious and non-religious) in modern contexts. Understand Religion, ethics and contemporary life (e.g. social justice, environment, human rights)



Religion and Morality	Sikhism (as locally relevant) Ask questions about who, what, where, when, why. Begin to listen & respond to stories from different faiths. Use imagination and play to express beliefs / ideas. Begin to reflect on their own experience and what is special.	different faiths (e.g. Christmas, Diwali) know Places of worship and religious symbols. Ask and respond to questions about religious stories, practices, symbols. Retell religious stories in own words using some religious vocabulary. Reflect on what stories or	symbols across studied religions. To understand big questions such as (life, death, fairness) as explored in faith traditions. Use a variety of sources (artefacts, books, visits, pictures) to learn about religions. Compare beliefs or practices across religions / worldviews in simple ways.	To know major festivals and their significance across religions. To knowledge have role and function of religious leaders, and how they guide believers. Ask deeper, 'why' and 'how' questions about beliefs and practices. Interpret religious stories or texts,	multiple meanings. Internal diversity within religions. (denominations, cultural expression) Analyse similarities and differences within and between religions. Reflect on how beliefs affect people's lives, choices, communities. Evaluate the significance of	Have completed a Comparative study: shared themes and key differences across religions. To understand the Authority and interpretation of sacred texts. Weigh and discern religious and ethical ideas (strengths, challenges) Analyse differing viewpoints and	Completed a deep exploration of beliefs about God, existence, identity, meaning Interfaith dialogue, religious diversity in Britain and globally. Synthesize learning across religions and worldviews Discern strengths and challenges in differing religious /
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		practices might mean to believers and themselves. Begin to compare ideas and talk about similarities / differences in simple ways.	Ask questions about meaning, purpose, values. Make links between beliefs and actions. (how people live their faith)	identifying meaning. Make connections between beliefs, practices, and daily life. Express own reasoned views about religious ideas.	religious ideas in context. Relate religious ideas to personal experience in more complex ways.	justify responses. Articulate personal responses to profound questions (belief, ethics) Investigate more independently, using a broader range of sources.	worldview perspectives Apply religious / worldview concepts to contemporary issues (justice, environment, rights) Communicate complex ideas thoughtfully, respectfully, with clarity
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