



RE Skills Progression Map

Penguins EYFS	Term 1 Creation	Term 2 Old Testament stories Incarnation	Term 3 New Testament stories	Term 4 Salvation	Term 5 World Faith stories	Term 6 World Faith stories
<p><i>By the end of EYFS</i>, children should be able to:</p>	<ul style="list-style-type: none"> • Explain that the word God is a name. • Talk about why God is important to Christians • Talk about how God made the world and how we should look after it. 					
	<ul style="list-style-type: none"> • Recall two stories from the Old Testament that talk about promises. • Recall two stories from the Old Testament that talk about trust. • Suggest how these stories help Christian and Jewish people live. • Talk about what a promise is and why it is important to keep a promise. • Talk about the value of trust and what it means. • Explain that God came to earth as Jesus. • Talk about why the Bible is special to Christians and Jewish people. • Talk about why people are precious and special to God. 					

	<ul style="list-style-type: none">● Retell at least two accounts of Jesus meeting different people. (T)● Talk about the way Jesus taught about how people should live their lives. (I)● Talk about friendship and forgiveness in my own life (C)● Retell at least two parables that Jesus told.(T)● Talk about how parables are special stories that have a message that teaches Christians more about God. (I)● Talk about love and kindness in my own life (C)● Retell at least two accounts of the miracles Jesus performed. (T)● Talk about how Jesus’ miracles teach Christians more about who Jesus is and why he is special.(I)● Talk about peace in my own life. (C)
	<ul style="list-style-type: none">● Talk about why Easter is important to Christians.● Retell at least two events that happened during Jesus’ last week.● Explain that Jesus’ name means to save.● Talk about why it is important to show love to others.
	<ul style="list-style-type: none">● Retell a story from the Jewish faith tradition.● Retell a story from the Muslim faith tradition.● Retell a story from the Sikh faith tradition.● Retell a story from the Hindu tradition.

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<p>Turtles Year 1</p>	<p>Term 1 God</p>	<p>Term 2 Incarnation</p>	<p>Term 3 Gospel</p>	<p>Term 4 Salvation</p>	<p>Term 5 Judaism</p>	<p>Term 6 Judaism</p>
<p><i>By the end of Year 1</i>, children should be able to:</p>	<ul style="list-style-type: none"> • Identify what a parable is. • Tell the story of the Lost Son from the Bible simply, and recognise a link with the concept of God as a forgiving Father. • Give clear, simple accounts of what the story means to Christians. • Give at least two examples of a way in which Christians show their belief in God as loving and forgiving; for example, by saying sorry; by seeing God as welcoming them back; by forgiving others. • Give an example of how Christians put their beliefs into practice in worship; by saying sorry to God, for example. • Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas. 					

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| | <ul style="list-style-type: none">• Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians.• Recognise that stories of Jesus' life come from the Gospels.• Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas.• Decide what they personally have to be thankful for at Christmas time. |
| | <ul style="list-style-type: none">• Tell stories from the Bible and recognise a link with a concept of 'Gospel' or good news.• Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians.• Recognise that Jesus gives instructions to people about how to behave.• Give at least 2 examples of ways in which Christians follow the teachings studied about forgiveness and peace and bringing good news to the friendless.• Give at least 2 examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession),• Think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn, exploring different ideas. |

- Recognise that Incarnation and Salvation are part of a 'big story' of the Bible.
- Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people).
- Recognise that Jesus gives instructions about how to behave.
- Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter.
- Think, talk and ask questions about whether the story of Easter has anything to say to them about sadness, hope or heaven, exploring different ideas.

- Talk about how the mezuzah in the home reminds Jewish people about God.
- Make links between some Jewish teaching and how Jewish people live.
- Talk about how Shabbat is a special day of the week for Jewish people.
- Give some examples of what Jewish people might do to celebrate Shabbat.
- Express my own ideas about the value of times of reflection, thanksgiving, praise and remembrance, in light of their learning about why Jewish people choose to celebrate in these ways.

- Retell a story the story of Chanukah.
- Suggest what this story shows Jewish people about God.
- Talk about how Chanukah is a special time for Jewish people.
- Talk about and suggest why the Synagogue is a special place for Jewish people.
- Express my own ideas about the value of times of reflection, thanksgiving, praise and remembrance, in light of their learning about why Jewish people choose to celebrate in these ways.

Dolphins Year 2	Term 1 Creation	Term 2 Universal	Term 3 Humanism	Term 4 Salvation	Term 5 Islam	Term 6 Islam
<p><i>By the end of Year 2</i>, children should be able to:</p>	<ul style="list-style-type: none"> ● Retell the story of creation from Genesis 1:1-2.3 simply. ● Recognise that 'Creation' is the beginning of the 'big story' of the Bible. ● Say what the story tells Christians about God, Creation and the world. ● Give at least one example of what Christians do to say thank you to God for the Creation. ● Think, talk and ask questions about living in an amazing world. 					
	<ul style="list-style-type: none"> ● Re-tell Bible stories and stories from another faith about caring for others and the world. ● Identify ways that some people make a response to God by caring for others and the world. ● Talk about issues of good and bad, right and wrong arising from the stories. ● Talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more. ● Use creative ways to express their own ideas about the creation story and what it says about what God is like. 					
	<ul style="list-style-type: none"> ● Explain who Humanists are. ● Describe what Humanists believe makes us special. ● Know that the symbol for Humanism is The Happy Human. ● Know that Humanists chose this as their symbol because being happy is really important. ● Understand that there are different ways to be happy. ● Explain the difference between reason and empathy. ● Know what the golden rule is. ● Know that Humanists celebrate key moments in their lives. ● Talk about what happens at a baby's naming ceremony. 					

	<ul style="list-style-type: none">• Recognise that God, Incarnation, Gospel and Salvation are part of the 'big story' of the Bible.• Tell stories of Holy Week and Easter and make a link with the idea of Salvation (Jesus rescuing people).• Give at least three examples of how Christians show their beliefs about Jesus as savior in church worship.• Think, talk and ask questions about whether the text has something to say to them (for example, about whether forgiveness is important), exploring different ideas.
	<ul style="list-style-type: none">• Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah.• Re-tell a story about the life of the Prophet Muhammad.• Recognise some objects used by Muslims and suggest why they are important.• Ask some questions about God that are hard to answer and offer some ideas of their own.• Find out about and respond with ideas to examples of cooperation between people who are different.
	<ul style="list-style-type: none">• Make links between what the Holy Qur'an says and how Muslims behave.• Identify some ways Muslims pray, worship and celebrate.• Talk about the fact that Muslims believe in God (Allah) and follow the example of the Prophet Muhammad.• Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel.• Ask some questions about God that are hard to answer and offer some ideas of their own.

Seahorses Year 3/4	Term 1 People of God	Term 2 Incarnation	Term 3 Sikhi	Term 4 Sikhi	Term 5 Kingdom of God	Term 6 Humanism
<p><i>By the end of cycle A</i>, children should be able to:</p>	<ul style="list-style-type: none"> • Make clear links between the story of Noah and the idea of covenant. • Make clear links between the story of Abraham and the concept of faith. • Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony. • Make links between the story of Noah and how we live in school and the wider world. • Make simple links between People of God and how some Christians choose to live in their whole lives and in their church communities. • Suggest answers about how far ideas of covenant, promises and following God might make a difference in the world today. 					
	<ul style="list-style-type: none"> • Identify the difference between a 'Gospel', which tells the story of the life and teaching of Jesus, and a letter. • Offer suggestions about what texts about baptism and Trinity might mean. • Give examples of what these texts mean to some Christians today. • Describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) and in the way they live. • Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what the God of Christianity is like. 					

	<ul style="list-style-type: none">• Describe things that are important to Sikhs and show how these impact their lives and actions• Make suggestions about what Sikhs believe about God• Make links between Sikh stories and the actions of Sikhs today• Explain what the 5 K's are and why they are important to Khalsa Sikh's• Make suggestions about why it is important for Sikhs to become part of the Khalsa
	<ul style="list-style-type: none">• Describe Sikh worship and suggest the significance of each part of it• Make clear links between the teachings of the Guru Granth Sahib and seva• Describe some of the same / different things Sikhs' do which show equality in the Langar• Explain what happens at Vaisakhi and why Sikhs' celebrate it• Discuss reasons why being a Sikh is a good thing in Britain today and reasons why it might be hard sometimes.
	<ul style="list-style-type: none">• Make clear links between the story of the Day of Pentecost and Christian belief about the Kingdom of God on Earth.• Offer suggestions about what the description of Pentecost in Acts 2 might mean.• Give examples of what Pentecost means to some Christians now.• Make simple links between the description of the Day of Pentecost in Acts 2, the Holy Spirit and the Kingdom of God, and how Christians live their whole lives and in their church communities.• Make links between ideas about the Kingdom of God explored in the Bible and what people believe about following God in the world today, expressing some of their own ideas.

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| | <ul style="list-style-type: none">• Explain who Humanists are.• Describe what Humanists believe makes us special.• Understand that there are different ways to be happy.• Explain the difference between reason and empathy.• Know what the golden rule is.• Know that Humanists celebrate key moments in their lives.• Talk about what happens at a Humanist wedding.• Identify some similarities and differences between a Christian wedding and a Humanist wedding.• Know that Humanists do not have a place of worship and why.• Understand that Humanists celebrate humanity's achievements – intellectual, technological and creative.• Name some of the shared values Humanists hold.• Know that Humanists care about the environment and want to protect it.• Know that most Humanists believe that human beings can make the world a better place. |
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Seahorses Year 3/4	Term 1 Creation	Term 2 Incarnation	Term 3 Gospel	Term 4 Salvation	Term 5 Hindu Dharma	Term 6 Hindu Dharma
<p>By the end of cycle B, children should be able to:</p>	<ul style="list-style-type: none"> • Place the concepts of God and Creation on a timeline of the Bible’s ‘Big Story’. • Make clear links between Genesis 1 and what Christians believe about God and Creation. • Describe what Christians do because they believe God is Creator. (For example, follow God, wonder at how amazing God’s creation is; care for the earth in some specific ways.) • Ask questions and suggest answers about what might be important in the creation story for Christians living today, and for people who are not Christians. 					
	<ul style="list-style-type: none"> • Identify John 1 as part of a ‘Gospel’, noting some differences between John and the other Gospels. • Offer suggestions for what texts about God might mean. • Give examples of what the texts studied mean to some Christians. • Describe how Christians show their beliefs about God the Trinity in the way they live. • Make links between some of the texts and teachings about God in the Bible and what people believe about God in the world today, expressing some ideas of their own clearly. 					
	<ul style="list-style-type: none"> • Identify this as part of a ‘Gospel’, which tells the story of the life and teaching of Jesus. • Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be ‘fishers of people’. • Offer suggestions about what Jesus’ actions towards the leper might mean for a Christian. • Make simple links between Bible texts and the concept of ‘Gospel’ (good news). • Give examples of how Christians try to show love to all, including how members of the clergy follow Jesus’ teaching. • Make links between the Bible stories studied and the importance of love, and life in the world today, expressing some ideas of their own clearly. 					

- Offer suggestions about what the narrative of the Last Supper, Judas' betrayal and Peter's denial might mean.
- Give examples of what the texts studied mean to some Christians.
- Make clear links between Gospel texts and how Christians remember, celebrate and serve on Maundy Thursday, including Holy Communion.
- Describe how Christians show their beliefs about Jesus in their everyday lives: for example, prayer, serving, sharing the message and the example of Jesus.
- Raise questions and suggest answers about how serving and celebrating, remembering and betrayal, trust and standing up for your beliefs might make a difference to how pupils think and live.

- 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.
- Identify and name examples of what Hindus have and do at the mandir to show their faith.
- Identify and name what Hindus do during puja to show their faith.
- Describe some ways in which Hindus express their faith through puja, aarti and bhajans.
- Identify and name examples of what Hindus have and do in their families to show their faith.

- Make connections with some Hindu beliefs and teachings about aims and duties in life.
- 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.
- Describe how the life of Gandhi shows Hindu beliefs in action.
- Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes.

Sharks Year 5/6	Term 1 God	Term 2 Incarnation	Term 3 People of God	Term 4 Salvation	Term 5 Islam	Term 6 Judaism
<p><i>By the end of cycle A, children should know:</i></p>	<ul style="list-style-type: none"> ● Identify some different types of biblical texts, using technical terms accurately. ● Explain connections between biblical texts and Christian ideas of God, using theological terms. ● Make clear connections between Bible texts studied and what Christians believe about God; for example, through how churches are designed. ● Show how Christians put their beliefs into practice in worship. ● Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own. 					
	<ul style="list-style-type: none"> ● Explain the place of Incarnation and Messiah within the 'big story' of the Bible. ● Identify Gospel and prophecy texts, using technical terms. ● Explain connections between biblical texts, Incarnation and Messiah, using theological terms. ● Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas. ● Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible. ● Weigh up how far the idea that Jesus is the Messiah- a Saviour from God- is important in the world today and, if it is true, what difference that might make in people's lives. 					

- Explain connections between the story of Moses and the concepts of freedom and salvation, using theological terms.
- Make clear connections between Bible texts studied and what Christians believe about being the People of God and how they should behave.
- Explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others.
- Identify ideas about freedom and justice arising from their study of Bible texts and comment on how far these are helpful or inspiring, justifying their responses.

- Outline the timeline of the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it.
- Explain what Christians mean when they say that Jesus' death was a sacrifice, using theological terms.
- Suggest meanings for narratives of Jesus' death/ resurrection, comparing their ideas with ways in which Christians interpret these texts.
- Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/ Lord's Supper.
- Show how Christians put their beliefs into practice.
- Weigh up the value and impact of ideas of sacrifice in their own lives and the world today.

- Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhamad.
- Give examples of how each pillar might affect the life of a Muslim.
- Make connections between the key functions of the mosque and the beliefs of Muslims.
- Describe the forms of guidance a Muslim uses and compare them to forms of guidance I experience.
- Comment thoughtfully on the value and purpose of religious practices and rituals in a Muslim's daily life.
- Answer the key question from different perspectives, including my own.

- Make connections between Jewish practices, teachings from the Torah and their beliefs about God.
- Give examples of Jewish festivals and describe how they impact Jewish people today.
- Explain the meaning and significance of Jewish rituals and practices.
- Comment thoughtfully on how the role of women varies within Judaism.
- Answer the key question from different perspectives, including my own.

Sharks Year 5/6	Term 1 Creation	Term 2 Gospel	Term 3 Humanism	Term 4 Universal	Term 5 Universal	Term 6 Kingdom of God
<p>By the end of cycle B, children should know:</p>	<ul style="list-style-type: none"> • Outline the importance of Creation on the timeline of the ‘big story’ of the Bible • Identify what type of text some Christians say Genesis 1 is, and its purpose • Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations • Make clear connections between Genesis 1 and Christian belief about God as Creator • Show understanding of why many Christians find science and faith go together • Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses • Weigh up how far the Genesis 1 creation narrative is in conflict, or is complimentary, with a scientific account. 					
	<ul style="list-style-type: none"> • Identify features of Gospel texts (for example, teachings, parable, narrative) • Taking account of the context, suggest meanings of Gospel texts studied, and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations • Make clear connections between Gospel texts, Jesus’ ‘Good news’, and how Christians live in the Christian community and in their individual lives • Relate biblical ideas, teachings or beliefs (for example, about peace, forgiveness, healing) to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights of their own. 					
	<ul style="list-style-type: none"> • Explain what makes someone a humanist. • Know that most humanists believe human beings evolved over time. 					

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| | <ul style="list-style-type: none">• Understand that humanists believe science is the best method to understand the universe.• Know that humanists adapt or change their beliefs when faced with new evidence.• Know that humanists believe there is no persuasive evidence for the existence of a god or gods.• Understand that atheism is no belief in a god or gods.• Know that being agnostic means that you are unsure and cannot know whether there a god or gods exist.• Explain that humanists believe that you can be good and live a happy life without the need for a god or gods.• Understand that humanists can experience spiritual moments.• Know that not all humanists would describe an experience as spiritual.• Understand that for a humanist, spiritual moments are not connected to a god or gods or the supernatural.• Know that for humanists, nature and the world around them can be a source of excitement and beauty.• Know that humanists believe science helps reveal and enhance nature's hidden beauty. |
| | <ul style="list-style-type: none">• Describe some key environmental problems and some key religious teachings about the Earth.• Respond sensitively to examples of green religious practice with ideas of their own.• Find out about two examples of religious projects seeking to have an environmental impact.• Make connections between beliefs about the earth and activist behaviour in different religions.• Understand the challenges facing the planet and responses from different religions. |

	<ul style="list-style-type: none">• Discuss and describe their own and others' ideas about the kinds of collaboration, activism and commitment needed to 'save the Earth'.• Explain similarities and differences between religious beliefs about the Earth.• Consider and evaluate the contributions religions can make to environmental protection.• Express varied ideas about key questions to do with the need for 'greener religions'.
	<ul style="list-style-type: none">• Describe simply two examples of racism, describing what is unfair or unjust in each case.• Choose some examples of the teaching of sacred texts about justice and say what they think about the meanings of these texts.• Give an example of a time when religious people could have done more to reduce racism.• Describe links between religious teaching and practice and the struggle to reduce racism, giving simple examples.• Discuss three or more suggested ways of reducing prejudice and racism.• Consider and compare the teachings of two different religions about human unity.• Discuss a case study of 'religion against racism' thoughtfully.• Express reasoned ideas of their own about how prejudice and racism can be reduced, taking account of ideas from religion (e.g. in art).
	<ul style="list-style-type: none">• Explain connections between biblical texts and the concept of the Kingdom of God.• Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations.• Make clear connections between belief in the Kingdom of God and how Christians put their beliefs into practice in different ways, including in worship and in service to the community.

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| | <ul style="list-style-type: none">• Relate Christian teachings or beliefs about God's Kingdom to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights about whether or not the world could or should learn from Christian ideas. |
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