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| **Religious Education Skills Progression - Key Stage 1** | | | | | | | |
| Curriculum | Key Skills | | | Curriculum | Key Skills | | |
|  | Emerging (Y1) | Expected (Y2) | Exceeding |  | Emerging (Y1) | Expected (Y2) | Exceeding |
| **1.1 Who is a Christian and what do they believe?** | * Talk about the fact that Christians believe in God * Talk about the fact that Christians try to do what Jesus taught they should do * Recognise symbols, pictures and words that Christians use to describe God * Share some of their own ideas about God | * Describe simply some Christian beliefs about God * Describe simply some Christian beliefs about Jesus * Retell a story that shows what Christians believe about God * Share what a story about God might mean * Share what the stories about Jesus say about good, bad, right and wrong * Talk about issues of good and bad, right and wrong related to the stories * Ask some questions about believing in God * Explain some ideas of my own about God | * Make links between a parable of Jesus and what Christians believe and do as a result of this * Make links between a miracle of Jesus and what Christians believe and do as a result of this * Make links between a story about the life of Jesus and what Christians believe and do as a result of this * Make links between what Jesus taught about prayer and what Christians do ). | **1.2 Who is a Muslim and what do they believe?** | * 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 (A1). * Recognise that Muslims do not draw Allah or the Prophet, but use calligraphy to say what God is like (A3). | * Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah (A1). * Re-tell a story about the life of the Prophet Muhammad (A2) * Recognise some objects used by Muslims and suggest why they are important (A2). * Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Ftir and how this might make them feel. (B1) * Find out about and respond with ideas to examples of cooperation between people who are different. (C2) | * Make links between what the Holy Qur’an says and how Muslims behave (A2). * Ask some questions about God that are hard to answer and offer some ideas of their own. (C1) |
| **1.3 Who is Jewish and what do they believe?** | * Talk about the fact that Jewish people believe in God (A1).  Recognise some ways that Jewish people remember God (A3). * Say some ways that Jewish people remember God and stories involving God through stories and actions at Chanukah and Shabbat (A3). * Choose some objects that might be used specifically in a Jewish household. (A3) | * Talk about how the Mezuzah in the home reminds Jewish people about God (A3) * Ask good questions about how Jewish artefacts are used and their meaning (B1) * Talk about how Shabbat is a special day of the week for Jewish people (B1) * Give some examples of what Jewish people might do to celebrate Shabbat (B1). * Re-tell a story that shows what Jewish people at the festivals of Chanukah might think about God, suggesting what it means (A2). | * Make links between Jewish teachings and how Jewish people live (A2). * Make links between the Jewish story of Chanukah and how it is celebrated (A2). * Give thoughtful responses to how a Jewish artefact might be used and why, linked to prior knowledge of Judaism (A2) * Express their own ideas about the value of times of reflection, thanksgiving, praise and remembrance, in the light of their learning about why Jewish people choose to celebrate in these ways (C1). | **1.4 What can we learn from sacred books?** | * Talk about a special book and a holy book. (A2)  Talk about a story that is used in religion (A2). * Talk about the story of the Exodus and consider why Jewish people still remember it (A2). * Talk about why people might still tell the story of Prophet Muhammad and the Black Stone (A2) * Talk about the story of Jonah and why people still read it (A2). * Recognise some ways in which Christians, Muslims and Jewish people treat their sacred books (B3). | * Independently give reasons why a holy book is considered to be ‘holy’. (A2) * Re-tell The Lost Sheep; suggest the meaning(s) of this story (A2). * Re-tell the story of the Exodus (A2). * Identify and talk about the meaning of at least two teachings of Jesus, recognising that they come from the Christian tradition (A2). * Suggest a meaning for the story of Prophet Muhammad and the Black Stone (A2) * Re-tell Jonah, a story from the Bible and other holy texts; suggest the meaning of this story (A2). * Suggest answers to questions arising from the story of Jonah (C1). * Ask and suggest answers to questions arising from The Lost Sheep (C1). * Talk about issues of good and bad, right and wrong arising from the teachings (C3). * Talk about issues of good and bad, right and wrong arising from the story of The Exodus and the Ten Commandments (C3). * Recognise that sacred texts contain stories which are special to many people and should be treated with respect (B3). * Notice and respond sensitively to how people from different faiths still tell the story of Jonah today (B3) | * Clearly describe what makes a book a ‘holy’ book and make connections between this and why the Bible is published in so many ways. (A2) * Make links between the messages within Jesus’ teachings from the Bible and the way people live (A2) * Make links between the messages within the Ten Commandments and the way people live (A2). * Independently give well thought out responses about how to treat holy texts, backed up with reasoning (A2) * Make a link between the story of the black stone and something that Muslims do today (A2) * Make links between the messages within sacred texts with what people believe about God and the importance some people place on forgiveness(A2) * Suggest their own ideas about The Lost Sheep and give reasons for its significance (C1). * Suggest their own ideas about meanings behind the story of Jonah (C1). * Consider and express thoughtful ideas about why Christians, Muslims and/or Jews still read the story of Jonah today (C3). |
| **1.5 What makes some places sacred?** | * Talk about the why places of worship are important to the local community. * Talk about what happens at the Church * Talk about what happens at the Mosque * Talk about what happens at the Church * Identify three objects that are used in worship in the church * Identify three objects that are used in worship in the mosque * Identify three objects that are used in worship in the synagogue | * Say why places of worship are important to the local community and give reasons for your answers * Identify objects in a church and say how they are used and what they mean to believers. * Identify objects in a mosque and say how they are used and what they mean to believers * Identify objects in a synagogue and say how they are used and what they mean to believers * Talk about an object that is used in worship, saying how it is used and how it shows what people believe * Ask appropriate and respectful questions of believers. | * Describe the ways that Christians worship God and where they might do this. * Describe the ways that Muslims worship God and where they might do this * Describe the ways that Jewish worship God and where they might do this * Describe similarities and differences between the ways different people worship God | **1.6 How & Why Do We Celebrate Special and Sacred Times?** | * Identify a special   time they celebrate  and describe its importance. (A1)   * Explain simply what   celebration  means.(A1)   * Describe who   Christians think  Jesus is (A2) | * Describe how a festival is celebrated (A1) * identify some ways Christians  celebrate Easter (A1) * Describe what happens and what  is being celebrated at Eid‐ul  Fitr(A1) * Describe what happens during  Ramadan (A1) * retell stories connected with  Easter and say why these are  important to Christians (A2) * Consider questions such as how   might these foods help people remember this festival? (B1)   * Think of reasons why some   people choose to fast during  Ramadan(B1)   * Give reasons why some people   like to celebrate important  events (C1)   * Give reasons why some people   use music in celebrations (C1)   * Describe the link between a   selection of Easter artefacts and  the story and celebration of  Easter events (C1)   * Describe the link between a   selection of Pesach symbols and  the story of Pesach (C1**)** | * Describe why Easter is an important  festival to Christians. (A3) * Describe what three symbols tell us about  the story of Easter(A3) * Suggest  meanings for aspects of different  services during holy week (A3) * suggest meanings for a variety of symbols  used in the Christian celebration of Easter  (A3) * describe items on the seder plate and their  meaning (A3) * Describe what happens and what is being  celebrated at Eid‐ul Fitr(A3) * Describe what happens during Ramadan  (A3) * Note similarities and differences between   different festivals (B3)   * Describe similarities and differences   different services celebrated at holy week.(B3)   * identify similarities and differences in the   way Easter is celebrated by different  people (B3)   * Note similarities and differences between   the celebration of Id‐ul‐Fitr and Easter or  Pesach (B3)   * Look for similarities and differences   between celebrations of Pesach and Easter  (B3) |
| **1.7: What does it mean to belong to a faith community?** | * Talk about what is special and of value about belonging to a group that is important to them (B2) * Show an awareness that some people belong to different religions (B1). | * Recognise symbols of belonging from their own experience (A3) * Recognize symbols of belonging for Christians (A3) * Recognize symbols of belonging for Jews or Muslims (A3) * Think about why symbols of belonging matter to believers (A3) * Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean (A1). * Identify two ways people show they belong to each other when they get married (A1). * Respond to examples of co-operation between different people (C2) | * Give examples of ways in which believers express their identity and belonging within faith communities * Responding sensitively to differences in the way believers express their identity and belonging (B2). * Identify some similarities and differences between the ceremonies studied (B3). | **1.8 How should we care for others and the world, and why does it matter?** | * Give simple examples  of  how people are unique  and valuable (B1) * Describe how it feels  when people are not  kind(B1) * Give examples of some  ways  Jewish people care  for people and the  world(B1) * Give an example of what  Jesus said about the  importance of children  (A2) * Some people look after  the world because God is  a creator(A2) | * Give examples what Jesus said  about the importance of people  (A2) * Identify two examples of religious  believers caring for people(B1) * Say what you know about the  Jewish practice of Tzedekah (B1) * Identify the links between the  teaching in the Torah and caring  (B1) * Give simple reasons why Jesus told  the story of the Good Samaritan  (A2) * Answer questions such as what   would it be like if everyone  followed the golden rule? (C2)   * Describe different ideas about   what God might be like from  reading the creation story(C1)   * Share their own creative ideas   about what the creation story says  about God(C1) | * Give examples of what  believers do as a result of  learning  from the Good  Samaritan and/or Four friends  and the paralysed man(B1) * Look for similarities and  differences between different  stories from the bible about  caring (B1) * Describe how Jewish people  might help people making  links to  the festival of Sukkot  (B1) * Describe how Mother Teresa  or Dr Barnado have put their  beliefs into action (B1) * Give their own answer to the   unit question, giving simple  reasons for their answers (C1) |