



RE Skills Progression in Westfield

	Foundation Stage	By the end of Year 2	By the end of Year 4	By the end of Year 6
	Christianity as part of their growing sense of self	Christians and Muslims/Jewish people	Christianity, Islam, Hinduism, Judaism	
	Discovering	Exploring	Connecting	
Believing (religious beliefs, teaching, sources; questions about meaning)	<p>Which people are special and why?</p> <ol style="list-style-type: none"> 1. Talk about people who are special to them. 2. Say what makes their family and friends special to them. 3. Identify some of the qualities of a good friend. 4. Reflect on the question 'Am I a good friend?' 5. Recall and talk about stories of Jesus as a friend to others 6. Recall stories about special people in other religions and talk about what we can learn from them. 	<p>Who is a Christian and what do they believe?</p> <ol style="list-style-type: none"> 1. Recall, recognise and name different religious beliefs and practices. 2. Recognise and name features of religious beliefs. 3. Recognise some Christian symbols and images, their importance and how they are used to express ideas about God. 4. Talk about Christian belief in God and Jesus. 5. Retell religious stories in words, drama and pictures, and explain what they mean. 6. Begin making links between what Jesus taught and what Christians believe and do. 	<p>Why is the Bible so important to Christians today?</p> <ol style="list-style-type: none"> 1. Recall and name some Bible stories that inspire Christians. 2. Identify at least two ways Christians use the Bible in everyday life. 3. Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation. 4. Share examples of how and why Christians use the Bible today. 5. Describe ways Christians say God is like using different forms of expression, with examples from the Bible. 6. Discuss their own and others' ideas about why humans do bad things and how people try to put things right. 7. Begin to explain how the Bible uses different kinds of stories to tell a big story. 8. Begin to suggest why Christians believe that God needs to rescue/save human beings. 	<p>Why do some people believe that God exists?</p> <ol style="list-style-type: none"> 1. Define the terms theist, atheist and agnostic and give examples of statements that reflect these beliefs. 2. Give two reasons why a Christian believes in God and one why an atheist does not. 3. Outline clearly a Christian understanding of what God is like, using examples and evidence. 4. Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging. 5. Express thoughtful ideas about the impact of believing or not believing in God on someone's life. 6. Present different views on why people believe in God or not, including their own ideas. 7. Explain how Christians sometimes disagree about what God is like, giving examples of how they interpret texts differently. 8. Enquire into what some atheists, agnostics and theists say about God, expressing their own ideas and arguments, using evidence and examples.
	<p>Which stories are special and why?</p> <ol style="list-style-type: none"> 1. Talk about some religious stories. 2. Recognise some religious words, e.g. about God. 3. Identify some of their own feelings in the stories they hear. 	<p>Who is a Muslim and what do they believe?</p> <ol style="list-style-type: none"> 1. Talk about Muslim belief in God and how they follow the examples and teachings of the Prophet Muhammad. 2. Recognise that Muslims do not draw images of Allah or the Prophet, but use calligraphy to describe what God is like. 	<p>What do different people believe about God?</p> <ol style="list-style-type: none"> 1. Identify beliefs about God that are held by Christians, Hindus and/or Muslims. 2. Retell and suggest the meanings of stories from sacred texts about people who encountered God. 3. Describe some of the ways in which Christians Hindus and/or Muslims describe God. 	<p>What would Jesus do? Can we live by the values of Jesus in the 21st century?</p> <ol style="list-style-type: none"> 1. Make connections between some of Jesus' teachings and the way Christians live today. 2. Discuss their own ideas about the importance of values to live by, comparing them to Christian ideas. 3. Outline Jesus' teaching on how his followers should live.

	<ol style="list-style-type: none"> 4. Identify a sacred text, e.g. Bible, Quran. 5. Talk about what Jesus teaches about keeping promises and say why keeping promises is a good thing to do. 6. Talk about what Jesus teaches about saying 'thank you' and why it is good to thank and be thanked. 	<ol style="list-style-type: none"> 3. Talk about simple ideas about Muslim beliefs in God, making links to 99 names of Allah. 4. Retell story about life of the Prophet Muhammad. 5. Recognise and suggest why some objects used by Muslims are important. 6. Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr, and how this might make them feel. 7. Begin making links between what the Quran says and how Muslims behave. 	<ol style="list-style-type: none"> 4. Ask questions and suggest some of their own responses to ideas about God. 5. Suggest why having a faith or belief in something can be hard. 6. Identify how and why it makes a difference in people's lives to believe in God. 7. Begin to identify some similarities and differences between ideas about what God is like in different religions. 8. Begin to discuss and present their own ideas about why there are many ideas about God. Express their own understanding of God through words, symbols and the arts. 	<ol style="list-style-type: none"> 4. Offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live. 5. Explain the impact Jesus' example and teachings might have on Christians today. 6. Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today. 7. Explain the links between Jesus' death on the cross and Christian belief in love and forgiveness, giving reasons why Christians want to follow Jesus. 8. Investigate and explain the challenges of following Jesus' teaching about love, forgiveness justice and/or generosity, expressing their own ideas.
		<p>Who is Jewish and what do they believe?</p> <ol style="list-style-type: none"> 1. Talk about Jewish belief in God. 2. Recognise that some Jewish people remember God in different ways and how mezuzah in home reminds Jewish people about God. 3. Talk about how Shabbat is a special day of the week for Jewish people, and give examples of what they might do to celebrate Shabbat. 4. Retell a story that shows what Jewish people at festivals, e.g. Sukkot, Chanukah or Pesach, might think about God and what it means. 5. Ask questions about believing in God and offer some ideas of their own. 6. Begin to make links between some Jewish teachings and how Jewish people live. 	<p>Why is Jesus inspiring to some people?</p> <ol style="list-style-type: none"> 1. Ask questions raised by the stories and life of Jesus and followers today. Give examples of how Christians are inspired by Jesus. 2. Suggest ideas about good ways to treat others, based on their learning. 3. Make connections between some of Jesus' teachings and the way Christians live today. 4. Describe how Christians celebrate Holy Week and Easter Sunday. 5. Identify and explain the most important parts of Easter for Christians. 6. Give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) using examples of events from Holy Week and Easter. 7. Begin to make connections between the Easter story of Jesus and the wider 'big story' of the Bible, reflecting on why this inspires Christians. 8. Begin to present their own ideas about the most important attitudes and values to have today, making links with Christian values. 	<p>What do religions say to us when life gets hard?</p> <ol style="list-style-type: none"> 1. Raise thoughtful questions and suggest some answers about life, death, suffering, and what matters most in life. 2. Give simple definitions of some key terms to do with life after death, e.g. salvation, heaven, reincarnation. 3. Express ideas about how and why religion can help believers when times are hard, giving examples. 4. Outline Christian, Hindu and/or nonreligious beliefs about life after death. 5. Explain some similarities and differences between beliefs about life after death. 6. Explain some reasons why Christians and Humanists have different ideas about an afterlife. 7. Explain what difference belief in judgement/heaven/karma/reincarnation might make to how someone lives, giving examples.

		<p><i>How can we learn from sacred books?</i></p> <ol style="list-style-type: none"> 1. Recognise and talk about some of the stories that are used in religion, how and why they are special to many people and should be treated with respect. 2. Retell stories from Christian Bible and from another faith. Suggest the meaning of these stories. 3. Ask and suggest answers to questions from stories Jesus told and from another religion. 4. Talk about issues of good and bad, right and wrong from these stories. 5. Begin to suggest ideas about stories from sacred texts and reasons for their significance. 6. Begin to make links between messages within sacred texts and the way people live. 	<p><i>How do people from religious and non-religious communities celebrate key festivals?</i></p> <ol style="list-style-type: none"> 1. Recognise and identify some differences between religious festivals and other types of celebrations. 2. Retell some stories behind festivals (E.g. Christmas, Chanukah) 3. Describe how the way some people celebrate festivals might show something about their beliefs. 4. Identify some differences in the way festivals are celebrated within and between different religious and non-religious worldviews. 5. Identify why members of the same religious or non-religious worldview might celebrate festivals differently or for different reasons. 6. Raise important questions and suggest answers about how the celebrations studied might make a difference to how pupils think and live. 7. Begin to suggest how and why religious festivals are valuable to many people. 	<ol style="list-style-type: none"> 8. Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding.
<p><i>Expressing (Religious and spiritual forms of expression; questions about identify and diversity).</i></p>	<p><i>Which places are special and why?</i></p> <ol style="list-style-type: none"> 1. Talk about somewhere that is special to themselves, saying why. 2. Be aware that some religious people have places which have special meaning for them. 3. Talk about the things that are special and valued in a place of worship. 4. Identify some significant features of sacred places. 5. Recognise a place of worship. 6. Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church. 	<p><i>Special and sacred times</i></p> <ol style="list-style-type: none"> 1. Identify special times they celebrate and what celebration means. 2. Identify Christian celebrations and festivals and how festivals are celebrated in another religions. 3. Retell stories connected with Christian celebrations and a festival from another religion. 4. Ask questions and explain why these stories are important to believers. 5. Collect examples of actions, what people remember or think at religious celebrations studied. 6. Begin identifying some similarities and differences between celebrations studied, including Easter/Christmas, Chanukah and/or Eid-ul-Fitr. 	<p><i>Why do people pray?</i></p> <ol style="list-style-type: none"> 1. Describe what some believers say and do when they pray. 2. Respond thoughtfully to examples of how praying helps religious believers. 3. Describe the practice of prayer in the religions studied. 4. Make connections between what people believe about prayer and what they do when they pray. 5. Describe ways in which prayer can comfort and challenge believers. 6. Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray. 	<p><i>If God is everywhere, why go to a place of worship?</i></p> <ol style="list-style-type: none"> 1. Recall and name some key features of places of worship studied. 2. Find out about what believers say about their places of worship. 3. Make connections between how believers feel about places of worship in different traditions. 4. Select and describe the most important functions of a place of worship for the community. 5. Give examples of how places of worship support believers in difficult times, explaining why this matters to believers. 6. Present ideas about the importance of people in a place of worship, rather than the place itself. 7. Outline how and why places of worship fulfil special functions in the lives of believers. 8. Comment thoughtfully on the value and purpose of places of worship in religious communities.

			<p>7. Begin to explain similarities and differences between how people pray.</p> <p>8. Begin to consider and evaluate the significance of prayer people's lives today.</p>	
	<p><i>What times are special and why?</i></p> <ol style="list-style-type: none"> 1. Give examples of special occasions and suggest features of a good celebration. 2. Recall simple stories connected with Christmas/Easter and a festival from another faith. 3. Say why Christmas/Easter and a festival from another faith is a special time for Christians/members of the other faith. 	<p><i>What makes some places sacred?</i></p> <ol style="list-style-type: none"> 1. Recognise that there are special places where people go to worship, and talk about what people do there. 2. Identify special objects and symbols found in places of worship, what they mean and how they are used. 3. Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe. 4. Describe some of the ways people use music in worship and how different kinds of music makes them feel. 5. Ask good questions during a school visit about what happens in a church, synagogue or mosque. 6. Begin to suggest meanings to religious songs and respond sensitively to ideas about thanking and praising. 	<p><i>Why do some people think that life is like a journey and what significant experiences mark this?</i></p> <ol style="list-style-type: none"> 1. Recall and name some of the ways religions mark milestones of commitment (including marriage). 2. Identify at least two promises made by believers at these ceremonies and their importance. 3. Suggest why some people see life as a journey and identify some key milestones on this journey. 4. Describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and what these rituals mean. 5. Suggest reasons why marking milestones of life are important to Christians, Hindus and/or Jewish people. 6. Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief. 7. Begin to explain similarities and differences between ceremonies of commitment. 8. Begin to discuss and present their own ideas about the value and challenge of religious commitment in Britain today. 	<p><i>Is it better to express your beliefs in art and architecture or in charity and generosity?</i></p> <ol style="list-style-type: none"> 1. Respond with ideas of their own to the title question. 2. Find out about religious teachings, charities and ways of expressing generosity. 3. Describe and make connections between examples of religious creativity (buildings and art). 4. Show understanding of the value of sacred buildings and art. 5. Suggest reasons why some believers see generosity and charity as more important than buildings and art. 6. Apply ideas about values and from scriptures to the title question. 7. Outline how and why some Humanists criticise spending on religious buildings or art. 8. Examine the title question from different perspectives, including their own.
				<p><i>What can be done to reduce racism? Can religion help?</i></p> <ol style="list-style-type: none"> 1. Describe examples of what is unjust about racism, referring to teaching from different religions and worldwide views.

				<ol style="list-style-type: none"> 2. Respond sensitively to religious engagements with racism with ideas of their own. 3. Find out about at least two examples of anti-racism that have been effective. 4. Describe examples of connections between anti-racism and religion. 5. Understand the challenges racism presents to human communities and consider different religious responses. 6. Discuss their own and others' ideas about reducing racism and prejudice, informed by rich knowledge of case studies. 7. Begin to explain how religious leaders have responded to the challenges of racism in and beyond their own communities.
<p>Living (Religious practices and ways of living; questions about values and commitments).</p>	<p>Where do we belong?</p> <ol style="list-style-type: none"> 1. Re-tell religious stories making connections with personal experiences. 2. Share and record occasions when things have happened in their lives that made them feel special. 3. Recall simply what happens at a traditional Christian infant baptism and dedication. 4. Additional opportunity if you have children from religions other than Christianity in your setting. 5. Recall simply what happens when a baby is welcomed into a religion other than Christianity. 	<p>What does it mean to belong to a faith community?</p> <ol style="list-style-type: none"> 1. Talk about what is special and valuable about belonging to a group important to them. 2. Show awareness that some people belong to different religions. 3. Recognise and name some symbols of belonging from own experience, for Christians and at least one other religion. 4. Suggest what these symbols might mean and why they matter to believers. 5. Share account of what happens at a traditional Christian infant baptism/dedication and suggest what the actions and symbols mean. 6. Identify two ways people show they belong to each other when they get married. 7. Respond to examples of co-operation between different people. 8. Begin to give examples of ways believers express their identity and belonging within 	<p>What does it mean to be a Christian in Britain today?</p> <ol style="list-style-type: none"> 1. Identify and name examples of what Christians have and do in their families and at church to show their faith. 2. Ask good questions about what Christians do to show their faith. 3. Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings. 4. Describe some ways in which Christian express their faith through hymns and modern worship songs. 5. Suggest at least two reasons each why being a Christian is a good thing and why it might be hard sometimes in Britain today. 6. Discuss links between in which the actions of Christians and people of other faiths/beliefs, including pupils themselves, help others. 7. Explain similarities and differences between at least two different ways of worshipping in two different Christian churches. 	<p>What does it mean to be a Muslim in Britain today?</p> <ol style="list-style-type: none"> 1. Describe the Five Pillars of Islam and give examples of how these affect the everyday lives of Muslims. 2. Identify three reasons why the Holy Qur'an is important to Muslims, and how it makes a difference to how they live. 3. Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad. 4. Describe and reflect on the significance of the Holy Qur'an to Muslims. 5. Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils. 6. Make connections between the key functions of the mosque and the beliefs of Muslims. 7. Comment thoughtfully on the value and purpose of religious practices and rituals in a Muslim's daily life. 8. Answer the title key question from different perspectives, including their own.

		<p><i>faith communities, responding sensitively to differences.</i></p> <p>9. Begin to identify similarities and differences between ceremonies studied.</p>	<p>8. Discuss and present ideas about what it means to be a Christian in Britain today, making links with their own experiences.</p>	
	<p><i>What is special about our world?</i></p> <ol style="list-style-type: none"> 1. Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world. 2. Re-tell stories, talking about what they say about the world, God, human beings. 3. Think about the wonders of the natural world, expressing ideas and feelings. 4. Express ideas about how to look after animals and plants. 5. Talk about what people do to mess up the world and what they do to look after it. 	<p><i>How should we care for others and the world, and why does it matter?</i></p> <ol style="list-style-type: none"> 1. Talk about how religions teach that people are valuable, giving examples. 2. Recognise that some people believe God created the world and so we should look after it. 3. Retell stories from the Bible and another faith about caring for others and the world. 4. Identify ways that some people make a response to God by caring for others and the world. 5. Talk about issues of good and bad, right and wrong arising from the stories. 6. Talk about how the 'Golden Rule' is promoted in texts from different religions and think about what would happen if people followed this idea more. 7. Creatively express their own ideas about the creation story and what it says about what God is like. 8. Begin to give examples of ways in which believers put their beliefs about others and the world into action, making links with religious stories. 9. Begin to thoughtfully answer the title question in the light of their learning. 	<p><i>What does it mean to be a Hindu in Britain today?</i></p> <ol style="list-style-type: none"> 1. Identify and name examples of what Hindus have and do in their families and at mandir to show their faith. 2. Ask good questions about what Hindus do to show their faith. 3. 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. 4. Describe some ways in which Hindus express their faith through puja, aarti and bhajans. 5. 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. 6. 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. 7. Explain similarities and differences between Hindu worship and worship in another religious tradition pupils have been taught. 8. Discuss and present ideas about what it means to be a Hindu in Britain today, making links with their own experiences. <p><i>What can we learn from religions about deciding what is right and wrong?</i></p> <ol style="list-style-type: none"> 1. Recall and talk about some rules for living in religious traditions. 2. Find out at least two teachings from religions about how to live a good life. 	<p><i>What matters most to Christian and Humanists?</i></p> <ol style="list-style-type: none"> 1. Identify the values found in stories and texts. 2. Suggest ideas about why humans can be both good and bad, making links with Christian ideas. 3. Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples. 4. Describe some Christian and Humanist values simply. 5. Express their own ideas about some big moral concepts, such as fairness, honesty etc., comparing them with the ideas of others they have studied. 6. Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view. 7. Give examples of similarities and differences between Christian and Humanist values. 8. Apply ideas about what really matters in life for themselves, including ideas about fairness, freedom, truth, peace, in the light of their learning. <p><i>Green religion? How and why should religious communities do more to care for the earth?</i></p> <ol style="list-style-type: none"> 1. Describe some key environmental problems and some key religious teachings about the earth.

			<ol style="list-style-type: none"> 3. Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions. 4. Make connections between stories of temptation and why people can find it difficult to be good. 5. Give examples of ways in which some inspirational people have been guided by their religion. 6. Discuss their own and others' ideas about how people decide right and wrong. 7. Explain some similarities and differences between the codes for living used by Christians and the followers of at least one other religion or non-religious belief system. 8. Express ideas about right and wrong, good and bad for themselves, including ideas about love, forgiveness, honesty, kindness and generosity. 	<ol style="list-style-type: none"> 2. Respond sensitively to examples of green religious practice with ideas of their own. 3. Find out about two examples of religious projects seeking to have an environmental impact. 4. Make connections between beliefs about the earth and activist behaviour in different religions. 5. Understand the challenges facing the planet and responses from different religions. 6. Discuss their own and others' ideas about the kinds of collaboration, activism and commitment needed to 'save the Earth'. 7. Explain similarities and differences between religious beliefs about the earth.
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