**Key Concepts Progressive Curriculum Map**

**Religious Education**

 **Includes EYFS - Years 1 to 6**

****

**Knowledge and Skills Map for Religious Education**

|  |
| --- |
| **Key Concepts in R.E:** * Knowledge, skills and understanding
* Learning from a religion and beliefs
 |

**EYFS**

****

**Knowledge and Skills Map for Religious Education**

|  |  |
| --- | --- |
| **EYFS Religious Education** | **LA syllabus** |
| * Can they talk about aspects of some stories which raise puzzling and interesting questions?
* Can they recognise simple religious beliefs or teachings?
* Can they identify simple features of religious life and practice in a family context?
* Can they recognise a number of religious words?
* Can they name the cross as a Christian symbol and recognise some other religious symbols or symbolic clothing?
* Can they recognise some religious artefacts, including those in cultural as well as religious use?
* Can they recognise aspects of their own experiences and feelings in religious stories and celebrations?
* Can they recognise there are both similarities and differences between their own lives and those of other children, including those from religious backgrounds?
* Can they identify what they find interesting or puzzling about religious events?
* Can they ask questions about puzzling things in religious stories or the natural world?
* Can they say what matters, or is of value, to them and talk about how to care for and respect things people value?
* Can they talk about what concerns them about different ways of behaving e.g., being kind and helpful, being unfair?
 | **EYFS (Nursery and Reception) to build on skills and knowledge throughout the year.** **Interchangeable between all three terms.** |

**Year 1**

****

|  |  |  |  |
| --- | --- | --- | --- |
| **Year 1 Religious Education****Autumn Key Q: Who is christian and what do they believe?****Spring Key Q: What makes some places sacred?****Summer Key Q: What does it mean to belong to a faith community?**  | **LA Syllabus****Autumn**  | **LA Syllabus****Spring** | **LA Syllabus****Summer** |
| Can they explore a range of celebrations, worships and rituals?Can they begin to use a range of religious words and phrases?Can they identify religious symbols?Do they know about religious texts?Can they listen to and recall stories from different religions and cultures?Can they identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives?Can they explore how religious beliefs and ideas, and those of worldviews, can be expressed through the creative and expressive arts and communicate their responses?Can they reflect on and consider religious and spiritual feelings, experiences and concepts, such as worship, wonder, praise, thanks, concern, joy and sadness?Can they ask questions and respond imaginatively to puzzling questions, communicating their ideas?Can they reflect on how spiritual and moral values relate to their own behaviour particularly those concerned with right and wrong, justice and injustice? | **X****X****X****X****X****X****X****X** | **X****X****X****X** | **X****X****X****X****X****X****X****X****X****X** |

**Year 2**



|  |  |  |  |
| --- | --- | --- | --- |
| **Year 2 Religious Education****Autumn Key Q - Who is muslim and what do they believe?****Spring Key Q - How and why do we celebrate special and sacred times?** **Summer Key Q - How should we care for others and the world, and why does it matter?**  | **LA Syllabus****Autumn**  | **LA****Syllabus****Spring** | **LA Syllabus****Summer** |
| Can they explore a range of celebrations, worship and rituals noting similarities and differences, where appropriate?Can they begin to use a range of religious words and phrases?Can they identify religious symbols?Do they know about religious text?Can they listen to and recall different stories from different religions and cultures?Can they talk about the meanings of religious stories?Can they identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives?Can they explore how religious beliefs and ideas, and those of worldviews, can be expressed through the creative and expressive arts and communicate their responses?Can they reflect on and consider religious and spiritual feelings, experiences and concepts, such as worship, wonder, praise, thanks, concern, joy and sadness?Can they ask questions and respond imaginatively to puzzling questions, communicating their ideas?Can they identify what matters to them and others, including those with religious commitments, and communicate their responses?Can they reflect on how spiritual and moral values relate to their own behaviour particularly those concerned with the right and wrong, justice and injustice?Can they recognise that religious teachings and ideas make a difference to individuals, families and the local community? | **X****X****X****X****X****X****X****X****X** | **X****X****X****X****X****X****X****X****X** | **X****X****X****X****X****X****X****X** |

**Year 3**



|  |  |  |  |
| --- | --- | --- | --- |
| **Year 3 Religious Education****Autumn Key Q - What do different people believe about God?****Spring Key Q - Why are festivals important to religious communities?****Summer Key Q - What does it mean to be a Christian in Britain today?** | **LA** **Syllabus****Autumn**  | **LA Syllabus****Spring** | **LA** **Syllabus****Summer** |
| **Knowledge, skills and understanding** |  |  |  |
| Describe the key aspects of religious and worldviews, especially the people, stories, traditions and customs that influence their beliefs and valuesIdentify and begin to describe the similarities and differences within and between religions, and within and between worldviewsConsider the meaning of a range of forms of religious expression, understand why they are important in religion, and note links between themUse specialist vocabulary in communicating their knowledge and understanding  | **X****X****X** | **X****X****X** | **X****X****X** |
| **Learning from religion and belief** |  |  |  |
| Reflect on and begin to analyse what it means to belong to a faith community, communicating their own and others’ responsesRespond to and begin to analyse the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways | **X** |  | **X****X** |

**Year 4**



|  |  |  |  |
| --- | --- | --- | --- |
| **Year 4 Religious Education****Autumn Key Q - Why is Jesus inspiring to some people?** **Spring Key Q - Why do some people think that life is like a journey and what significant experiences mark this?****Summer Key Q - What can we learn from religions about deciding what is right and wrong?** | **LA** **Syllabus****Autumn**  | **LA Syllabus****Spring** | **LA** **Syllabus****Summer** |
| **Knowledge, skills and understanding** |  |  |  |
| Describe and begin to understand religious and Humanist approaches to ultimate and ethical questionsDescribe the variety of practices and ways of life in religions and worldviews and understand how these stems from, and are closely connected with, beliefs and teachingsUse specialist vocabulary in communicating their knowledge and understandingUse and interpret information about religions and beliefs from a range of sources | **X****X** | **X****X****X****X** | **X****X****X****X** |
| **Learning from religion and belief** |  |  |  |
| Respond to and begin to analyse the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways |  | **X**  |  |

**Year 5**

****

|  |  |  |  |
| --- | --- | --- | --- |
| **Year 5 Religious Education****Autumn Key Q - What would Jesus do?****Spring Key Q - If God is everywhere, why go to a place of worship?****Summer Key Q - What does it mean to be a Muslim in Britain today?** | **LA** **Syllabus****Autumn**  | **LA Syllabus****Spring** | **LA****Syllabus****Summer** |
| **Knowledge, skills and understanding** |  |  |  |
| Describe the key aspects of religions and worldviews, especially the people, stories, traditions and customs that influence their beliefs and valuesInvestigate the significance of religion and worldviews in the local, national and global communitiesUse specialist vocabulary in communicating their knowledge and understandingUse and interpret information about religions and beliefs from a range of sources | **X****X** | **X****X****X****X** | **X****X****X****X** |
| **Learning from religion and belief** |  |  |  |
| Discuss the own and others’ views of religious truth and belief, expressing their own ideas and beginning to evaluate the views of othersReflect on ideas of right and wrong and their own and others’ responses to themReflect on and begin to evaluate sources of inspiration in their own and others’ lives | **X****X****X** | **X****X** | **X****X** |

**Year 6**



|  |  |  |  |
| --- | --- | --- | --- |
| **Year 6 Religious Education****Autumn Key Q - What do religions say to us when life gets hard?****Spring Key Q - Is it better to express your beliefs in arts and architecture or in charity and generosity?** **Summer Key Q - What difference does it make to believe in ahimsa (harmlessness), grace and/ or Ummah (community)?** | **LA** **Syllabus****Autumn**  | **LA Syllabus****Spring** | **LA** **Syllabus****Summer** |
| **Knowledge, skills and understanding** |  |  |  |
| Describe the key aspects of religions and worldviews, especially the people, stories, traditions and customs that influence their beliefs and valuesDescribe the variety of practices and ways of life in religions and worldviews and understand how these stems from, and are closely connected with, beliefs and teachingsInvestigate the significance of religion and worldviews in the local, national and global communitiesUse specialist vocabulary in communicating their knowledge and understandingUse and interpret information about religions and beliefs from a range of sources | **X****X****X****X****X** | **X****X****X****X** | **X****X****X****X****X** |
| **Learning from religion and belief** |  |  |  |
| Reflect on and begin to analyse what it means to belong to a faith community, communicating their own and others’ responsesDiscuss their own and others’ views of religious truth and belief, expressing their own ideas and beginning to evaluate the views of othersReflect on ideas of right and wrong and their own and others’ responses to them  | **X****X****X** | **X****X****X** | **X****X****X** |