**Key Concepts Progressive Curriculum Map**

**Religious Education**

 **Includes EYFS - Years 1 to 6**

**Knowledge and Skills Map for Religious Education**

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

**Knowledge and Skills Map for Religious Education**

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| **EYFS Religious Education** | **Autumn**  | **Spring** | **Summer** |
| * 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?
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**Year 1**



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| **Year 1 Religious Education** | **Autumn**  | **Spring** | **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?
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**Year 2**



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| **Year 2 Religious Education** | **Autumn**  | **Spring** | **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 the 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?
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**Year 3**



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| **Year 3 Religious Education** | **Autumn**  | **Spring** | **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 values
* Identify and begin to describe the similarities and differences within and between religions, and within and between worldviews
* Consider the meaning of a range of forms of religious expression, understand why they are important in religion, and note links between them
* Use specialist vocabulary in communicating their knowledge and understanding
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| **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’ responses
* 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
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**Year 4**



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| **Year 4 Religious Education** | **Autumn**  | **Spring** | **Summer** |
| **Knowledge, skills and understanding** |  |  |  |
| * Describe and begin to understand religious and Humanist approaches to ultimate and ethical questions
* Describe 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 teachings
* Use specialist vocabulary in communicating their knowledge and understanding
* Use and interpret information about religions and beliefs from a range of sources
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| **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
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**Year 5**



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| **Year 5 Religious Education** | **Autumn**  | **Spring** | **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 values
* Investigate the significance of religion and worldviews in the local, national and global communities
* Use specialist vocabulary in communicating their knowledge and understanding
* Use and interpret information about religions and beliefs from a range of sources
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| **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 others
* Reflect on ideas of right and wrong and their own and others’ responses to them
* Reflect on and begin to evaluate sources of inspiration in their own and others’ lives
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**Year 6**



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| **Year 6 Religious Education** | **Autumn**  | **Spring** | **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 values
* Describe 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 teachings
* Investigate the significance of religion and worldviews in the local, national and global communities
* Use specialist vocabulary in communicating their knowledge and understanding
* Use and interpret information about religions and beliefs from a range of sources
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| **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’ responses
* Discuss their own and others’ views of religious truth and belief, expressing their own ideas and beginning to evaluate the views of others
* Reflect on ideas of right and wrong and their own and others’ responses to them
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