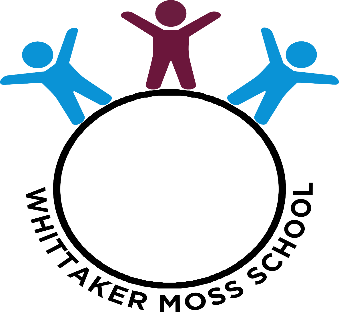
**Key Concepts Progressive Curriculum Map**

**Religious Education**

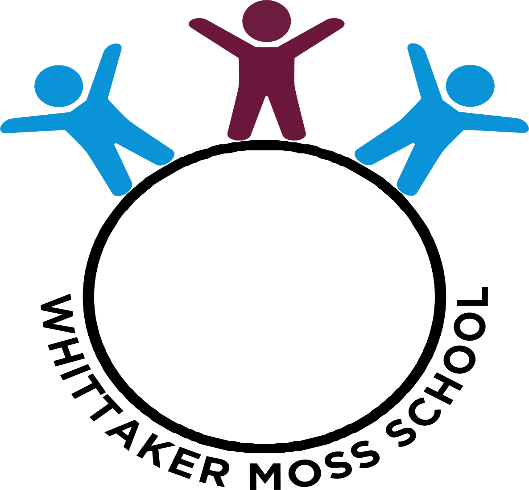
**Includes EYFS - Years 1 to 6**



**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 |

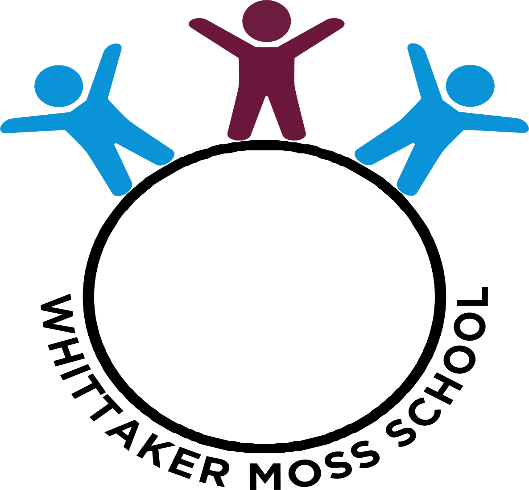
**EYFS**



**Knowledge and Skills Map for Religious Education**

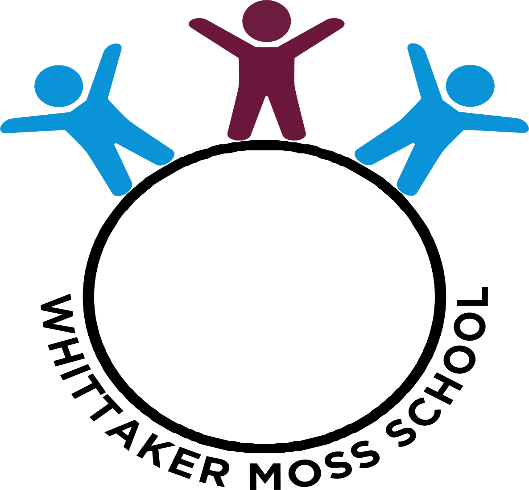
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| **EYFS Religious Education** | **Autumn** | **Spring** | **Summer** |
| * Can they talk about aspects of some stories which raise puzzling and interesting questions? * Can they recognise simple religious beliefs or teachings? * Can they identify 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? |  |  |  |

**Year 1**



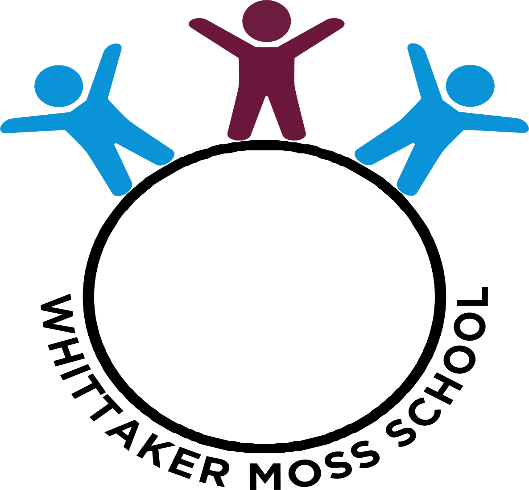
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| **Year 1 Religious Education** | **Autumn** | **Spring** | **Summer** |
| * Can they explore a range of celebrations, worships and rituals? * Can they begin to use a range of religious words and phrases? * Can they identify religious symbols? * Do 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? |  |  |  |

**Year 2**



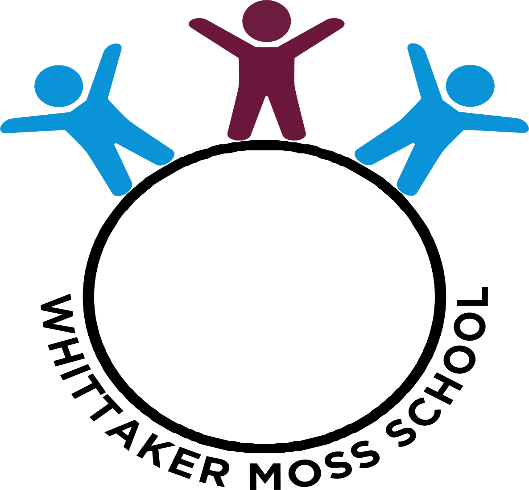
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| **Year 2 Religious Education** | **Autumn** | **Spring** | **Summer** |
| * Can they explore a range of celebrations, worship and rituals noting similarities and differences, where appropriate? * Can they begin to use a range of religious words and 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? |  |  |  |

**Year 3**



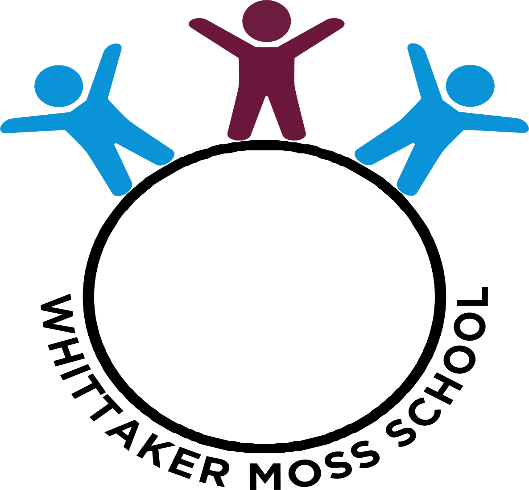
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| **Year 3 Religious Education** | **Autumn** | **Spring** | **Summer** |
| **Knowledge, skills and understanding** |  |  |  |
| * Describe the key aspects of religious and worldviews, especially the people, stories, traditions and customs that influence 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 |  |  |  |
| **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 |  |  |  |

**Year 4**



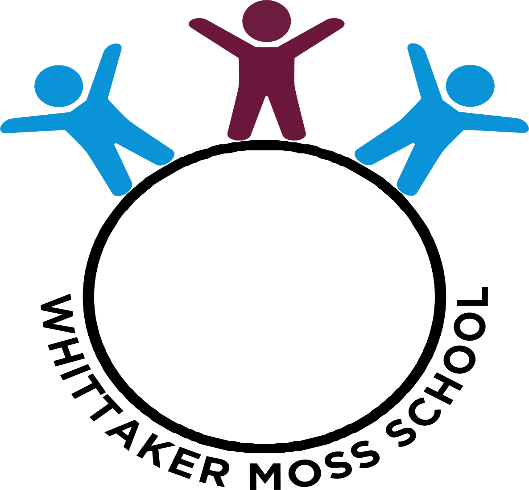
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| **Year 4 Religious Education** | **Autumn** | **Spring** | **Summer** |
| **Knowledge, skills and understanding** |  |  |  |
| * Describe and begin to understand religious and Humanist approaches to ultimate and ethical questions * Describe the variety 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 |  |  |  |
| **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 |  |  |  |

**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 |  |  |  |
| **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 |  |  |  |

**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 |  |  |  |
| **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 |  |  |  |