



Progression of Knowledge, Skills and Understanding – RE

	Year 1	Year 2
Identity and Daily Life	<p>Begins to identify examples of clothing worn by a religious person to show they belong to a faith</p> <p>Can talk about people they know or have seen that wear different items of clothing for special occasions or to signify that they belong to something e.g. school uniform, Rainbows, Beavers, football club etc.</p> <p>Begins to make connections with their own experiences and daily routines</p> <p>Can talk about things they do in their day to get ready for school or to go to a special event or club</p> <p>Understands 'routine'</p>	<p>Understands that people worship in different ways</p> <p>Understands 'worship'</p> <p>Can name some different religions that they know or have heard of</p> <p>Can remember some facts about their visit to the church last year and what happened there</p> <p>Makes connections with their own experiences and daily routines</p> <p>Begins to describe differences and similarities with their own daily routine</p> <p>Is starting to make connections with others e.g. things they have in common with their friends</p> <p>Understands language of 'similarities'</p> <p>Can describe their routines of getting ready for school in greater detail</p>
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Expressions of Faith:	<p>Begins to describe in simple terms, some of the main festivals of a religion</p> <p>Re-cap: What is a religion?</p> <p>Understands what a festival is</p> <p>Can name a few festivals that they know</p> <p>Begins to explain religious ceremonies and link to their own experiences of them</p> <p>Can talk about times when they have attended a special occasion e.g. a wedding, Christening etc.</p> <p>Knows the name of some places where these ceremonies might take place</p>	<p>Describes (in more detail) the main features of important religious festivals</p> <p>Re-cap the Y1 work on festivals</p> <p>What is a festival?</p> <p>Can they name the festivals we looked at last year and describe some features?</p> <p>Understands that groups of people celebrate together to mark the importance of special events in religious calendars</p> <p>Can name Christians, Jewish and Muslims (may include Hindus)</p> <p>Knows some festivals/ special events within the year for these religions</p>

	<p>Begins to understand that groups of people celebrate together to mark the importance of special events in religious calendars</p> <p>Identifies and describes some features of a church Knows what a church is and who goes there Can link some of the things they found out about clothing and artefacts to a church building e.g. a cross</p> <p>Begins to understand some of the important events that happen in a church and begin to make links with their own lives Can answer: Have they ever been to a church? What did they go there for? Who did they go with?</p>	<p>Begins to explain the purpose of worship, festivals, rituals and ways of life What do these words mean? Understands 'purpose' Can talk about their own routines/ rituals/ things they celebrate</p>
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Core Beliefs, Ideas and Symbols:	<p>Recognises, names and describes some religious artefacts and symbols in simple terms Has heard and begun to understand the terms 'religious', 'artefact' and 'symbol' Where might you find religious things? Have they seen any of them before? Where? When?</p> <p>Is able to name some important religious stories Does anyone own a bible? Have they seen one before? Introduce 'The Bible' as a special book Have they heard of the Old Testament/New Testament? (more time will be spent in Y2 on special books)</p> <p>Retells religious stories in simple terms and begins to suggest meanings in the story e.g. that the stories that Jesus told contained messages of love, consideration, forgiveness, sympathy, trust, honesty and truth</p>	<p>Begins to understand the importance of special books for religious people and how these help guide them in their life as a Christian, Muslim or Jew Recap 'Special' Can they name any special books? Why are they special? Recap 'The Bible' What stories have you heard from the Bible? What 'Religions' do they know? What have they already found out about them?</p> <p>Can name the religious texts for Christianity, Islam and Judaism</p> <p>Begins to understand the similarities between Judaism, Islam and Christianity Recap what is known about these 3 religions What do they already know?</p>

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Ask Big Questions and Make Connections	<p>Can talk about right and wrong (Link with PSHE)</p> <p>Understands: What rules are</p> <p>Can answer: Do you have rules at home?</p> <p>What are the rules at school?</p> <p>Can suggest ways people should behave in order to create a safe and happy living environment</p> <p>What is safe?</p> <p>Understands 'good' behaviour – what are some examples of good behaviour?</p>	<p>Describes own views and ideas about God in own words</p> <p>Understands: What a religion is</p> <p>Can name religions that have 'one' God</p> <p>Can begin to talk about what different religions think God is e.g. Christianity: he created the earth, is Jesus' father etc</p>
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Social Action: Putting Beliefs into Action	<p>Know how values can affect a community</p> <p>Understands the terms 'community' and 'values'</p> <p>Knows who their community is e.g. friends, family, classmates and the people who live in the local area</p> <p>Begins to understand our responsibilities in taking care of the world around us</p> <p>What does 'being responsible' mean?</p> <p>Begins to understand how good deeds have an impact on others</p> <p>Understands the terms 'good deeds' and 'impact'</p> <p>To suggest ways of helping others e.g. in the classroom, local community and ways to look after our world</p>	<p>Recognise some religious actions</p> <p>Recap Tikkum Olam from Y1 – good deeds in the local community</p> <p>To suggest ways of helping others e.g. in the classroom, local community and around the world</p>