



Moorland Primary School – Progression of Knowledge and skills in RE

Christianity	<p>Personal resonance with or reflection on The concept/belief underlying the subject matter of the enquiry</p> <p>Pupils' own thoughts, opinions, beliefs, empathy.</p>	<p>Knowledge and understanding of the subject matter of that enquiry</p>	<p>Skills of evaluation and critical thinking in relation to the big enquiry question</p>
Year 6	<p>To explain the qualities needed in different people because of the important jobs they are chosen to do.</p> <p>To express the feelings evoked when thinking about situations or things I would like to last forever.</p> <p>To explain how people's influence has affected what is important personally.</p>	<p>To make links between the Virgin Birth and Christian beliefs about Jesus (Incarnation).</p> <p>To make links between different Christian beliefs and their views on whether anything is ever eternal.</p>	<p>To consider my own response to the Christian belief in the Virgin birth, showing respect to Christian views.</p> <p>To reflect on own beliefs about whether anything is eternal</p>
Year 5	<p>To begin to explain how 'true' could mean different things to different people, and how stories can be 'true' in different ways.</p> <p>To give an example of someone with a strong sense of purpose for their life and express my opinions on this.</p>	<p>To begin to explain the Christian belief that Jesus was the Incarnation of God.</p> <p>To begin to explain whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week</p>	<p>To begin to express an opinion on whether the Christmas story is true and what this might mean to Christians.</p> <p>To begin to express my opinion about Jesus' crucifixion being his destiny/purpose.</p>
Year 4	<p>To design a symbolic object to show the personal significance of Christmas.</p> <p>To talk about help required to show forgiveness.</p> <p>To explain some special places and their meaning.</p>	<p>To explain Christmas Christian symbolism.</p> <p>To describe the Biblical perspective of forgiveness from Jesus' teachings.</p> <p>To describe some of the ways Christians use churches to worship participate in important ceremonies</p>	<p>To ask questions about the personal meaning of Christmas.</p> <p>To show an understanding of how Christians believe God can help them show forgiveness.</p>
Year 3	<p>To explain the personal significance of Christmas and discuss whether this involves giving and receiving gifts.</p> <p>To talk about own miracle beliefs.</p> <p>To suggest personal ways to help others in difficult situations.</p>	<p>To begin to explain the Christian belief of incarnation and why God gave Jesus to the world.</p> <p>To explain one Christian viewpoint about one of Jesus' healing miracles.</p> <p>To begin to tell why Christians believe Jesus' death is important.</p>	<p>To begin to tell the personal meaning of Christmas and what it means to Christians.</p> <p>To begin to say what I believe about Jesus' healing miracles.</p> <p>To begin to reflect on Christian beliefs about Jesus' death.</p>
Year 2	<p>To say when and why it is easy or difficult to be kind from a personal experience.</p> <p>To explain how showing love can help solve problems.</p> <p>To talk about own beliefs about death and how to remember special people.</p>	<p>To re-tell one or more stories Jesus told about being kind. To give an example of when Jesus showed kindness.</p> <p>To remember the Christmas story and to start to explain that Christians believe Jesus was a gift from God.</p> <p>To recall what Christians believe happened on Easter Sunday.</p>	<p>To express an opinion by saying how Christians should be kind and give a reason.</p> <p>To tell why Christians think God gave Jesus to the world.</p>
Year 1	<p>To remember different Christian stories and talk about them.</p> <p>To talk about a gift that is special to me.</p> <p>To talk about a person I admire.</p> <p>To say how it felt to make something.</p>	<p>To express an opinion about different Christian beliefs.</p> <p>To remember some or the entire Christmas story.</p> <p>To recall parts of the Easter story and recognise some symbols in the story.</p>	<p>To say how Christians show different values and how God helps them do this.</p> <p>To suggest a gift I would give to Jesus.</p> <p>To begin to recognise that Jesus is special to Christians and express why.</p>



Moorland Primary School – Progression of Knowledge and skills in RE

Other principal religions	Personal resonance with or reflection on The concept/belief underlying the subject matter of the enquiry Pupils' own thoughts, opinions, beliefs, empathy.	Knowledge and understanding of the subject matter of that enquiry	Skills of evaluation and critical thinking in relation to the big enquiry question
Year 6 (Islam)	<p>To show an understanding of why people show commitment in different ways.</p> <p>To give examples of times when own choices have been influenced and may have changed when considering the consequences that might follow.</p>	<p>To describe how different practices enable Muslims to show their commitment to God and understand that some of these will be more significant to some Muslims than others.</p> <p>To explain how believing in Akhirah influences</p>	<p>To think of some ways of showing commitment to God that would be better than others for Muslims.</p>
Year 5 (Sikhism)	<p>To identify the different levels of commitment I might show to different things and explain these priorities.</p> <p>To explain how some stories can teach people about what is important and how to behave.</p> <p>To show an understanding of why people show commitment in different ways.</p>	<p>To make links between how Sikhs practise their religion and the beliefs that underpin this.</p> <p>To recognise that stories can be an important way of expressing belief and meaning and explain the relevance of a Sikh story.</p> <p>To describe how different practices enable Sikhs to show their commitment to God and understand that some of these will be more significant to some Sikhs than others.</p>	<p>To ask questions respectfully about some of the ways Sikhs choose to behave and the levels of commitment they show.</p> <p>To explain how some stories can teach Sikhs about what is important in life and relate this to non-Sikhs.</p> <p>To start to express what I think about the best way a Sikh could show commitment to God.</p>
Year 4 (Buddhism)	<p>To know more about the life of the Buddha.</p> <p>To explore how Buddha tried to be happy and stay happy.</p>	<p>To understand about the teachings of the Buddha.</p> <p>To know more about what the Buddha taught about change.</p>	<p>To know how Buddha's teachings make a difference to how Buddhists live.</p>
Year 3 (Hinduism)	<p>To tell three important actions to support a group I belong to. To discuss my understanding of a group's symbol.</p> <p>To explain some of the different roles I play whilst still being me.</p> <p>To talk about some ways that people use water in groups and start to explain how that gives a sense of community.</p>	<p>To describe some of the ways Hindus celebrate Divali and start to explain my understanding of how Hindu children might feel at Divali.</p> <p>To describe what a Hindu might believe about one of the Hindu gods and start to understand that Brahman is in everything.</p> <p>To describe a Hindu ritual that happens at/in the River Ganges and explain why this is important and significant to the Hindus taking part in it</p>	<p>To begin to say why Divali might bring a sense of belonging to Hindus.</p> <p>To identify and express thoughts about some Hindu beliefs about Brahman and gods whilst showing respect to Hindus.</p>
Year 2 (Islam)	<p>To start to explain how commitment can be hard and describe how it would feel to reach a goal.</p> <p>To understand how meeting in a certain place could give me a senses of belonging.</p> <p>To tell you about a personal special journey and why it was special.</p>	<p>To use the right words to describe how Muslims pray and begin to explain why they do this.</p> <p>To explain what happens when Muslims pray alone or at the mosque.</p> <p>To remember some of the events that happen during Hajj and start to explain why these are important to Muslims.</p>	<p>To start to think through how praying five times a day might help Muslims with commitment in some ways more than others.</p> <p>To talk about how Muslims feel a sense of belonging when they are with other Muslims or when they pray on their own and say why this might be.</p> <p>To start to think about the significance of Hajj to a Muslim.</p>



Moorland Primary School – Progression of Knowledge and skills in RE

Year 1 (Judaism)	<i>To talk about favourite days and about food shared in a special meal. To say how it feels to say sorry and explain what I have said sorry for.</i>	<i>To use the right names for things that are special to Jewish people during Shabbat and explain why. To tell you something about what Rosh Hashanah or Yom Kippur is.</i>	<i>To start to make a connection between being Jewish and decisions about behaviour. To choose a picture and explain my thinking on why this might be important to Jewish children at Rosh Hashanah or Yom Kippur.</i>
-----------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------