Broughton-in-Amounderness Church of England Primary School

Love learning, life, one another and God

RE Skills Progression

	EYFS	KS1	LKS2	UKS2
Jesus 	**EYFS 3 – Why do Christians believe Jesus is special?** • To be able to recall/retell stories of Jesus with his friends. • To be able to talk about why friendship is important. • To talk about their own experiences of friendship. **EYFS 5 – Which stories did Jesus hear when he was a child?** • To be able to recall/retell some of the Old Testament stories Jesus heard. • To be able to talk about their favourite stories. • To talk about their feelings and experiences. **EYFS 6 – Why did Jesus tell stories?** • To be able to identify a Bible. • To be able to recall/retell some of Jesus stories. • To talk about their feelings and experiences. • To ask and respond to questions about their experiences and feelings. • To give a simple explanation of the things we can learn from Jesus' stories.	**1.4 – What made Jesus special?** • To be able to talk about their own feelings and experiences. • To be able to ask and respond sensitively to questions about their own and others' feelings and experiences. • To retell stories of Jesus covered in this unit. • To be able to make the connection between the Bible stories and Christian beliefs about Jesus. **2.3 – Why did Jesus welcome everyone?** • To be able to talk about their own feelings and experiences. • To retell the stories covered in this unit. • To be able to make the connection between the Bible stories and Christian belief. • To talk about the work of Christian charities and make the connection to Jesus teaching and actions. **1.9 –How is the place where Jesus lived different from where we live now?** • To be e to talk confidently about their own life and experiences. • To talk about the similarities and differences between our world and Jesus' world using Bible stories to illustrate.	**3.3 – How did/does Jesus change lives?** • To be able to talk about their experiences of change. • To be able to retell stories retell the Bible stories you have explored. • To talk about the ways in which Jesus changed people's lives and the impact that had on them. **4.3 Jesus – Why do Christians believe Jesus is the son of God?** • To be able to retell the Bible stories covered in this unit. • To make links between the Bible texts and Christian beliefs and values. • To talk about people who have inspired them and why.	**5.3 – Why do Christians believe Jesus was a great teacher?** • To be able to retell in detail some of the Bible stories covered in this unit. • To ask important and relevant questions about Jesus' teaching. • To be able to describe and show understanding of the Christian beliefs revealed through these parables. • To know how to explain how the parables in this unit answer questions about values and commitments. • To be able to identify and explain why they think one of Jesus parables has a particularly strong message for the world today **6.4 – Who was Jesus? Who is Jesus?** • To be able to express their own and the opinion of others in response to the question 'Who was Jesus?' • To use appropriate religious vocabulary to show they understand Christian beliefs about Jesus. • To know how to ask relevant questions in order to discover the answer to the question 'Who was Jesus?' • To understand how to use the Bible as a source to discover the answer to the question 'Who was Jesus?'

Christmas 	**EYFS 4 – How do Christians celebrate Jesus' birthday?** • To be able to recall/retell the nativity story. • To identify the characters in the nativity story. • To be able to use religious words to talk about Christmas. • To talk about why Christmas is important. • To be able to talk about how the church celebrates Christmas. • To talk about their own experiences of Christmas. • To be able to talk about feelings related to celebrating Christmas and birthdays. • To talk about the Hindu Diwali festival celebrations and recall the story of Rama and Sita.	**1.3 – Why do we give and receive gifts?** • To be able to talk about the feelings associated with giving and receiving gifts. • To retell the nativity story in two parts, a) the shepherds and b) the wise men. • To be able to talk about giving gifts that are not objects. **2.2 – Why was the birth of Jesus such good news?** • To be able to talk about their own feelings and experiences of good news. • Able to ask and respond sensitively to questions about the experiences of Mary and the shepherds.	**3.2 – How does the presence of Jesus impact on people's lives?** • To be able to make links between their own experiences and the experiences of others. • To be able to retell stories about the presence of Jesus changing people's lives. • To describe the ways in which the actions of Christians show Jesus' presence in the world. • Able to ask good questions about religious beliefs. **4.2 – Why is Jesus described as the light of the world?** • To be able to talk with understanding about the ways in which Jesus' followers bring his light into the world. • To create light metaphors for Jesus that show understanding of Jesus actions and divinity. • To be able to ask important and relevant questions about religious experiences and beliefs. • To talk with understanding about the symbolism of Jesus as light.	**5.2 – How do our celebrations reflect the true meaning of Christmas?** • To be able to identify which parts of the story are found in each gospel and the purpose of each writer. • To identify the influence the two stories have on our Christmas celebrations. • To be able to describe using religious vocabulary the Christian beliefs revealed in the nativity story. • To use religious vocabulary to show they understand where the nativity fits into God's Big Story. **6.2 – How do Christians prepare for Christmas?** • To be able to describe the symbolism, practices, beliefs and themes of the season of Advent. • To explain the ways in which Jesus fulfilled the Old Testament Prophecies. • To be able to express and explain their hopes and dreams for the future. • To use religious vocabulary to show they understand the themes of Advent. • To be able to express their opinion about what they think the message of John the Baptist would be today. • To reflect and decide what they have learnt from this unit about Christianity and themselves.

Easter 	**EYFS 7 – Why do Christians believe that Easter is all about love?** • To be able to tell you that Christians believe Jesus died on the cross because God loves everyone. • To briefly retell the story of Easter. • To identify symbols associated with Easter. • To be able to talk about their own experiences of love and other emotions expressed in the Easter Story. • To be able to ask questions about the Easter story.	**1.5 – What do you think is the most important part of the Easter story?** • To be able to recall events of the Easter story • To reflect on the awe and wonder of new life and changes in nature. • To be able to talk about their own experiences of Easter and springtime. • To retell the events of the Easter story. **2.4 – How do symbols help us to understand the Easter story?** • To be able to identify and name some of the symbols of Easter. • To be able to retell the Easter story. • To talk about their own experiences of Easter celebrations. • To be able to use religious vocabulary to simply describe what the symbols of Easter mean. • To describe briefly why Christian people celebrate Easter. • To be able to explain what they think to be the most important thing about Easter.	**3.4 – Is the cross a symbol of sadness or joy?** • To be able to use religious vocabulary to retell in detail the stories of Palm Sunday, Holy Week and Easter. • To make links between Christian beliefs and the stories of Palm Sunday, Holy Week and Easter. • To ask good questions about the events of Palm Sunday, Holy Week and Easter and Christian belief associated with these events. • To be able to use religious vocabulary to make links between people's values and behaviour. • To ask important questions about beliefs and values. • To be able to use religious vocabulary to describe and show understanding of the Christian practices linked with the Easter Story. • To describe the impact of the events of Palm Sunday, Holy Week and Easter on the lives of people today. **4.4 – A story of betrayal or trust?** • To be able to identify and explain the significance of the incidents of betrayal and trust in the Easter story. • To ask good questions about people's values and commitments. • To use religious vocabulary to make links between Christian beliefs and the stories of Lent. Holy Week and Easter. • To be able to use key religious vocabulary to describe and talk about the importance of forgiveness in Christianity. • To describe and show understanding of the Christian value of forgiveness in relation to the story of Peter.	**5.4 – Why do Christians believe that Easter is a celebration of victory?** • To be able to retell the Easter Story in detail and talk with understanding about the Christian belief that Jesus died and rose victoriously and what that means to Christians. • To talk about and describe feelings in relation to situations of victory; make links between people's values and commitments and their attitudes and behaviour with regard to situations of victory. • To ask important questions about Christian belief; reflect thoughtfully on the answers to these big questions.

God, Church and the Bible 	**EYFS 9 – What makes a place Holy?** • To be able to talk about their special places. • To talk about places of worship as special/holy places. • To be able to talk about taking off your shoes in a special/holy place. **EYFS 10 – What is prayer?** • To be able to talk about the stories of Daniel and Jonah. • To talk about the different ways people pray. • To be able to talk about their own experiences of prayer.	**1.2 – Why is the creation story important?** • To be able to talk about what they find amazing, interesting or puzzling in creation. • To understand that they are creative beings and enjoy their creative skills. **2.1 – Why is the Bible such a special book?** • To be able to talk about the Bible and why it is Holy. • To talk about why the clergy think the Bible is Holy. • To be able to talk about why owning a Bible is very important to Christians worldwide. • To be able to make links between the books of the Bible and God's big story. • To reflect on the story of Mary Jones and consider ways in which they can make a difference. • To be able to name and talk about the holy books from world faiths they have investigated **2.5 – Why is the church a special place for Christians?** • To be able to ask good questions that reveal understanding about the places of worship studied and what happens there. • To connect the features of the church to Bible Stories and Christian belief. • To be able to use religious vocabulary to name and describe the features of a church building. • To use religious vocabulary to name and describe the features of a mosque. • To use religious vocabulary to name and describe the features of a synagogue. • To use religious vocabulary to describe a few similarities and differences between places of worship. • To use religious vocabulary to describe what happens in a synagogue. • To use religious vocabulary to describe what happens in a mosque.	**4.5 – Are all churches the same?** • To be able to use religious vocabulary to name features of the church building, talk about their significance and link to the Bible. • To identify similarities and differences between churches and denominations worldwide. • To ask good questions about the similarities and differences between different denominational practices. • To make links between values and beliefs and behaviour. • To talk knowledgeably about places of worship, the features of the building and the worship that takes place there. **4.6 – What is prayer?** • To identify artefacts used at times of prayer by people of faith for example a Jewish Tallit and Tefillin, a Muslim prayer mat, candles and holding crosses. • To talk about the similarities and differences in the ways people of faith pray. • To talk using religious vocabulary to show understanding of the purpose, place and content of prayer in the life of a believer. • To identify similarities and differences between the way believers pray across world faiths.	**5.1 – How and why do Christinas read the Bible?** • To be able to make links between Bible passages and Christian values, attitudes and beliefs. • To use religious language to ask relevant questions. • To be able to talk about the work and perseverance of Bible translators. • To describe what inspires and influences them. • To describe the impact of the content of the Bible on believers' lives. • To be able to use religious vocabulary to show understanding of religious texts • To make comparisons between the holy books of at least three world faiths including the Bible. **6.6 – What is the nature and character of God?** • To be able to use religious language to show they are developing an understanding of the Trinity. • To identify the elements in Christian worship that express Christian beliefs about God. • To ask big questions and express their own views.

Sacraments and Celebrations 	**EYFS 2 – Why do people of faith say thank you to God at harvest time?** • To be talk about the food they enjoy. • To talk about harvest around the world. • To be able to talk about why we celebrate harvest. • To talk about why it is important to help others, particularly at harvest time. **EYFS 11 – How do you celebrate special times?** • To be able to talk about special times. • To recall/retell the story of Pentecost. • To be able to talk about feelings associated with special times, festivals and celebrations. • To ask questions about special/holy times.	**1.1 How can we help those who don't have a good harvest?** • To be able to talk, using religious language, about Harvest Festival Celebrations. • To express feelings about the issues raised by Christian Aid/Tear Fund materials etc. • To be able to ask questions about their own and others' experiences. • To talk, using religious language, about the ways in which the Jewish festival of Sukkot is celebrated. **1.7 – Why is Baptism special?** • To be able to talk about what belonging means to them. • To use religious vocabulary such as vicar, priest, font, baptism church and prayer. • To be able to tell you about what happens when a baby is baptised. • To talk about the ways in which people of world faiths welcome new babies. **2.6 – What happened at the Ascension and Pentecost?** • To be able to retell the stories of Jesus' ascension and the events of Pentecost. • To talk about their ideas of heaven. • To be able to connect the gifts of the spirit with the school's Christian values.	**3.6 – How do people of God say thank you for the harvest?** • To be able to describe the ways in which Christian harvest festival celebrations show Christian values in action. • To describe and recognise similarities between different religious harvest festivals. • To be able to express their own opinion as to why communities celebrate Harvest.	**5.6 – Is death an ending or a beginning?** • To be able to make links between what the Bible says about death and heaven and Christian beliefs. • To identify Christian beliefs about God and heaven found in prayers and worship songs. • To give their own opinion about what happens when you die. • To talk about what they think heaven is and what heaven will be like. • To be able to show understanding of the similarities and differences between world faiths on the subject of death and heaven. • To use appropriate religious vocabulary to show understanding about Christian beliefs about heaven. **6.3A – why is the Exodus such a significant event in Jewish history?** • To be able to retell in detail the story of the Exodus and connect it to the Passover celebration and Seder meal. • To make links between the Passover, Last Supper and the Eucharist. • To be able to use appropriate religious vocabulary to show they understand why Passover is a festival of memory and freedom. • To be able to express their opinion about what freedom is and what it is not. • To identify the similarities and differences between the level of importance placed on the Exodus and Passover by Jews and Christians. **6.5 – What is the importance of Ascension and Pentecost?** • To be able to retell the stories of Ascension and Pentecost connecting them with Christian beliefs. • To know how to describe what Christians believe is the impact of the Holy Spirit on people's lives. • To talk about the ways in which these events help answer questions about God.

People of God 	**EYFS 1 – Why are we all different and special?** • To talk about themselves, their likes, dislikes, and what makes them special. • To be able to talk about feelings they have experienced. • To talk about the names people of faith (Christianity and Islam) give to God. **EYFS 8 – What makes a good friend?** • To be able to recall/retell stories of Jesus with his friends. • To be able to talk about why friendship is important. • To talk about their own experiences of friendship. **EYFS 10 – What is prayer?** • To be able to talk about the stories of Daniel and Jonah. • To talk about the different ways people pray. • To be able to talk about their own experiences of prayer.	**1.8 – Why is Joseph a Bible hero?** • To be able to recall events from the life of Joseph. • To talk about the actions and feelings of the characters and relate them to their own. • To be able to retell stories of the events in the life of Joseph. • To know how to talk about the nature and characteristics of God.	**3.1 What does it mean to be called by God?** • To be able to talk about in detail the Bible stories you have discussed. • To ask important questions about religion and beliefs. • To be able to interpret the stories and identify Christian beliefs. • To use developing religious vocabulary to show that they understand the Christian beliefs. • To be able to describe the impact of responding to God's call on a person's life. • To tell you what they think God would be asking prophets to speak out against today. **3.5 – Which rules should we follow?** • To be able to talk about the story of Moses and the impact of the ten commandments. • To name some of the other rules followed by people of faith. • To describe ways in which Christians live out Jesus' command to love one another. • To talk, with understanding, about rules from faiths other than Christianity. • To be able to understand the effects of rules and ask good questions about religious rules. **4.1 – What values do you consider to be important?** • To recognise their own values and the values of others. • To be able to connect Christian values and beliefs to events and teaching in the Bible. • To be able to ask important and relevant questions. • To be able to show that they understand how the imagery of the Psalms reveals Christian beliefs about the nature of God.	**5.5 – Did they make the right choice?** • To make links between their own values and the values of others (i.e. the women in the Bible). • To be able to use religious vocabulary to describe and show understanding of the stories, actions and beliefs of the women in the Bible. • To be able to reflect on the lives of the women in the Bible and describe the features that inspire them. **5.9 – How did the news of Jesus resurrection spread around the world?** • To be able to retell the story of the conversion of St Paul. • To explain the impact of the conversion of St Paul then and now. • To talk about the content and impact of the teaching of St Paul. **6.1 – Is every person's journey the same?** • To be able to recognise similarities and differences between pilgrimages made by Christians and people of world faiths. • To identify several places of pilgrimage around the world • To be able to describe the impact that following the teaching of Jesus has on people's lives. • To describe the features of living life as a Christian. **6.7 – How codes having faith affect peoples lives?** • To describe and illustrate with examples the ways in which the actions of Christian people are building God's kingdom here on earth. • To talk with understanding about the characteristics of a person living out their Christian faith.