



Hawkhurst CEP School

Religious Education skills progression: based on the Diocese of Canterbury scheme of learning



Statutory	While there is no programme of study for religious education in the National Curriculum it is a statutory requirement that all maintained schools make provision for a daily act of collective worship and teach religious education to children in every key stage.						
	As a Church of England voluntary controlled school in the Diocese of Canterbury we follow the Diocese of Canterbury programme of study for religious education: Understanding Christianity.						
	Through this our pupils learn about Christianity, other world religions and are able to make connections between what they learn, their own lives and what they know about the wider world.						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	

<p>Christianity</p>	<p>To listen to and talk about some well-known stories from the Bible.</p> <p>To recognise and understand some Christian festivals and celebrations.</p>	<p>To know what a parable is.</p> <p>To be able to tell the story of the 'Lost Son' from the Bible and talk about the idea that God is a forgiving father for Christians.</p> <p>To be able to give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians.</p> <p>To recognise that stories of Jesus' life come from the Gospels.</p> <p>To tell stories from the Bible and recognise a link with a concept of 'Gospel' or good news.</p> <p>To give clear, simple account of what Bible texts mean to Christians.</p> <p>To recognise that Jesus gives instructions to people about how to behave.</p> <p>To recognise that incarnation and</p>	<p>To recognise that God, incarnation, gospel and salvation are part of the 'big story' of the Bible.</p> <p>To tell the story of the birth of Jesus and recognise the link with incarnation.</p> <p>To tell stories from the Bible and recognise a link with a concept e.g. the idea of 'good news' links to the practice of being thankful.</p> <p>To give clear and simple accounts of what the texts mean to Christians e.g. that people can trust God and that should say thank you to God for his gifts.</p> <p>To tell stories of Holy Week and Easter and make a link with the idea of salvation.</p> <p>To give at least one example of what Christians do to say 'thank you' to God for the creation.</p> <p>To give at least two examples of ways in</p>	<p>To make links between the story of Noah and the idea of covenant.</p> <p>To make links between the story of Abraham and the concept of faith.</p> <p>To identify the difference between a 'Gospel', which tells the story of the life and teaching of Jesus, and a letter.</p> <p>To offer suggestions about what texts about baptism and trinity might mean.</p> <p>To be able to order creation and fall, incarnation, gospel and salvation within a timeline of the Bible's 'big story'.</p> <p>To talk about what the story of Jesus' entry into Jerusalem, and his death and resurrection might mean.</p> <p>To make links between the story of the Day of Pentecost and Christian belief about the 'Kingdom of God on Earth'.</p>	<p>To place the concepts of God and creation on a timeline of the Bible's 'big story'.</p> <p>To make links between Genesis 1 and what Christians believe about God and Creation.</p> <p>To describe what some Christians do because believe God is creator.</p> <p>To offer suggestions about what the story of Adam and Eve might show about people and how to act.</p> <p>Describe how and why Christians might pray to God, say sorry, forgive and ask for forgiveness.</p> <p>To identify John 1 as part of a 'Gospel', noting some differences between John and the other Gospels.</p> <p>To offer suggestions for what texts about God might mean.</p> <p>To describe how Christians show their</p>	<p>To identify some different types of biblical texts, using technical terms accurately.</p> <p>To explain connections between biblical texts and Christian ideas of God, using theological terms.</p> <p>To make clear connections between Bible texts studied and what Christians believe about God.</p> <p>To show how Christians put their beliefs into practice in worship.</p> <p>To explain the place of incarnation and messiah within the 'big story' of the Bible.</p> <p>To identify Gospel and prophecy texts, using technical terms.</p> <p>To explain connections between biblical texts, incarnation and messiah, using theological terms.</p> <p>To show how Christians but their beliefs about Jesus' incarnation into practice in different ways in celebrating Christmas.</p> <p>To comment on how the idea that Jesus is the messiah makes sense in</p>	<p>To outline the importance of creation on the timeline of the 'big story' of the Bible.</p> <p>To identify what type of text some Christians say Genesis 1 is, and its purpose.</p> <p>To take account of the context, suggest what genesis 1 might mean, and compare their ideas with the ways in which Christians interpret it, showing awareness of different interpretations.</p> <p>To make connections between Genesis 1 and Christian believe about God as creator.</p> <p>To show understanding why many Christians find science and faith go together.</p> <p>To identify features of Gospel texts.</p> <p>To suggest meaning of Gospel texts studied and compare their ideas with the ways in which Christians interpret biblical texts, showing awareness of different interpretations.</p> <p>To make connections between Gospel texts, Jesus 'good news' and</p>
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		<p>salvation are part of a 'big story' of the Bible.</p> <p>To tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of salvation.</p> <p>To recognise that Jesus gives instructions about how to behave.</p> <p>To give some examples of a way in which Christians show that they believe God is loving and forgiving.</p> <p>To give an example of how Christians put their beliefs about God into practice in worship.</p> <p>To give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas.</p> <p>To give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless.</p>	<p>which Christians use the nativity story in churches and at home; e.g. using nativity scenes and carols.</p> <p>To describe how Christians show their beliefs e.g. thanking God in prayer.</p> <p>To give at least two examples of ways in which Christians use Bible stories and texts to guide their beliefs about prayer.</p> <p>To give at least three examples of how Christians show their beliefs about Jesus as saviour in church worship.</p>	<p>To talk about what the description of Pentecost in Acts 2 might mean.</p> <p>To give examples of what Pentecost means to some Christians now.</p> <p>To make simple links between the promises in the story of Noah and promises that Christians make at a wedding ceremony.</p> <p>To make simple links between 'People of God' and how some Christians choose to live in their church communities and wider lives.</p> <p>To be able to describe how Christians show their beliefs about God the Trinity in worship and the way they live.</p> <p>To make simple links between the Gospel texts and how Christians mark Easter events in their own communities.</p>	<p>beliefs about God the Trinity in the way they live.</p> <p>To make links between the calling of the disciples and how Christians today try to follow Jesus.</p> <p>To offer suggestions about what Jesus' actions towards the leper might mean to a Christian.</p> <p>To make links between Bible texts and the concept of 'good news'.</p> <p>To give examples of how Christians try to show love to all, including how members of the clergy follow Jesus' teaching.</p> <p>To offer suggestions about what the narrative of the Last Supper, Judas' betrayal and Peter's denial might mean.</p> <p>To make links between the Gospel texts and how Christians remember, celebrate and serve on Maundy</p>	<p>the wider story of the Bible.</p> <p>To explain connections between the story of Moses and the concepts of freedom and salvation, using theological terms.</p> <p>To make connections between the Bible texts studies and what Christians believe about how they should behave.</p> <p>To explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others.</p> <p>To outline the timeline of the 'big story' of the Bible, explaining how incarnation and salvation fit within it.</p> <p>To explain what Christians mean when they say that Jesus' death was a sacrifice, using theological vocabulary.</p> <p>To suggest meanings for narratives of Jesus' death/resurrection, comparing their ideas with the ways in which Christians interpret the texts.</p> <p>To make connections between the Christian belief in Jesus death as a</p>	<p>how Christians live in the Christian community and in their individual lives.</p> <p>To outline the 'big story' of the Bible.</p> <p>To suggest meaning for resurrection accounts and compare their ideas with ways in which Christians interpret these texts, showing awareness of the centrality of the Christian belief in resurrection.</p> <p>To explain connections between Luke 24 and the Christian concepts of sacrifice, resurrections, salvation, incarnation and hope, using theological terms.</p> <p>To make connections between Christian belief in the Resurrection and how Christians worship on Good Friday and Easter Sunday.</p> <p>To show how Christians put their beliefs into practice in different ways.</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Making connections</p>	<p>To be confident in talking to other children when playing and communicate freely about their own home and community.</p> <p>To be aware of their own feelings and know that some actions and words can hurt others' feelings.</p> <p>To usually adapt behaviour to different events, social situations and changes in routine.</p> <p>To demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p> <p>To show interest in the lives of people who are familiar to them.</p> <p>To remember and talk about significant events in their own experiences.</p> <p>To recognise and describe special times</p>	<p>To think, talk and ask questions about whether I can learn anything from the story for myself, exploring different ideas.</p> <p>To think about what they have to be thankful for at Christmas time.</p> <p>To consider whether Jesus' 'good news' is only applicable to Christians or whether other links and connections can be made.</p> <p>To think, talk and ask questions about whether the story of Easter has any meaning for the children and exploring different ideas connected to that story.</p>	<p>To think, talk and ask questions about living in an amazing world.</p> <p>To think, talk and ask questions about the Christmas story and the lessons they might learn from it e.g. about being kind and generous.</p> <p>To consider whether Jesus' 'good news' is only applicable to Christians or whether other links and connections can be made.</p> <p>To think, talk and ask questions about whether the text has something to say to them e.g. about whether forgiveness is important, exploring different ideas.</p>	<p>To make links between the story of Noah and how we live in school and the wider world.</p> <p>To make some links between some Bible texts studied and the idea of God in Christianity.</p> <p>To make some links between what is learnt about Christianity, other world religions and life in the world today.</p>	<p>To ask questions and suggest answers about what might be important in the creation story for Christians living today and for people who are not Christians.</p> <p>Make links between what stories in the Bible say about human being, and pupils' own ideas about how people should behave.</p> <p>To make links between some of the texts and teachings about God in the Bible and what people believe about God in the world today, expressing some ideas of their own clearly.</p> <p>To make links between the Bible stories studied and the importance of love and life in the world today.</p> <p>To raise questions and suggest answers about how serving and celebrating, remembering and betrayal, trust and standing up for your beliefs might make a</p>	<p>To think about how biblical ideas might make a difference in the world today.</p> <p>To think about how the idea of Jesus as the messiah is important in the world today.</p> <p>To identify ideas about freedom and justice from the study of Bible texts.</p> <p>To consider the value and impact of ideas of sacrifice in their own lives and the world today.</p>	<p>To identify key ideas arising from study of Genesis 1 and comment on how far these are helpful, justifying my responses.</p> <p>To consider the extent to which the Genesis narrative is in conflict or is complementary with a scientific account.</p> <p>To relate biblical ideas, teaching or beliefs to the issues, problems and opportunities of their own lives and the life of their own community.</p> <p>To explain why some people find belief in the resurrection makes sense and inspires them.</p> <p>To offer and justify their own opinions.</p> <p>To relate Christian teachings or beliefs about God's Kingdom to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights about whether or not the world could or should learn from Christian ideas.</p>
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<p>or events for family and friends.</p> <p>To show interest in different occupations and ways of life.</p> <p>To know some of the things that make unique and talk about some of the similarities and differences in relation to friends or family.</p> <p>To comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world.</p> <p>To talk about why things happen and how things work.</p> <p>To be confident to speak to others about their own needs, wants, interests and opinions.</p> <p>To explain their own knowledge and understanding and ask appropriate questions of others.</p>				<p>difference to how pupils think and live.</p>		
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	To enjoy joining in with family customs and routines.						
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Other world religions	To recognise and celebrate some well-known festivals and celebrations from major world religions.	<p>Judaism</p> <p>To talk about how the mezuzah reminds Jewish people of God.</p> <p>To make links between Jewish teaching and how Jewish people live.</p> <p>To understand that the Shabbat is a special day of the week for Jewish people and know how Jewish people celebrate Shabbat.</p> <p>To retell the story of Chanukah, understand why it is special and suggest what this story shows Jewish people about God.</p> <p>To talk about why the synagogue is a special place for Jewish people.</p>	<p>Islam</p> <p>To talk about some simple ideas about Muslim beliefs about God, making links with some of the ninety-nine names of Allah.</p> <p>To re-tell a story about the life of the Prophet Muhammad.</p> <p>To recognise some objects used by Muslims in worship and suggest why they are important.</p> <p>To make links between what the Qur'an says and how Muslims behave.</p> <p>To identify some ways in which Muslims pray, worship and celebrate.</p> <p>To talk about the fact that Muslims believe in Allah and follow the example of the Prophet Muhammad.</p> <p>To identify some ways in which Muslims mark Ramadan and celebrate Eid-ul-Fitr, and think about how</p>	<p>Sikhism</p> <p>To describe things that are important to Sikhs and show how these impact their lives.</p> <p>To make suggestions about what Sikhs believe about God.</p> <p>To make links between Sikh stories and the actions of Sikhs today.</p> <p>To explain what the '5 Ks' are and why they are important to Khalsa Sikhs.</p> <p>To make suggestions about why it is important for Sikhs to become part of the Khalsa.</p> <p>To describe Sikh worship and suggest the significance of each part of it.</p> <p>To make clear links between the teachings of the Guru Granth Sahib and seva.</p> <p>To describe some of the same/different things Sikhs do which</p>	<p>Hinduism</p> <p>To describe some examples of what Hindus do to who their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life.</p> <p>To describe some ways in which Hindus express their faith through puja, aarti and bhajans.</p> <p>To discuss reasons why being a Hindu might be a good thing in Britain today and reasons why it might be hard sometimes.</p> <p>To explain similarities and differences between Hindu worship and worship in other religious traditions.</p> <p>To discuss the links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs help other.</p>	<p>Judaism</p> <p>To make connections between Jewish practice, teachings from the Torah and Jewish people's beliefs about God.</p> <p>To give examples of Jewish festivals and describe how they impact Jewish people today.</p> <p>To explain the meaning and significance of Jewish rituals and practices.</p> <p>To think about how the role of women varies within Judaism.</p> <p>Islam</p> <p>To make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad.</p> <p>To give examples of how each pillar might affect the life of a Muslim.</p> <p>To make connections between the key functions of the mosque and the beliefs of Muslims.</p> <p>To describe the forms of guidance a Muslim uses and make comparisons.</p>	<p>Islam</p> <p>To make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad.</p> <p>To make connections between the key functions of the mosque and the beliefs of Muslims.</p> <p>To consider and comment on the value and purpose of religious practices and rituals in a Muslim's daily life.</p> <p>To consider the value and importance of pilgrimage, fasting, charity and celebrations in the life of a Muslim.</p> <p>To describe and reflect on the importance of the Qur'an to Muslims.</p> <p>To explain what different people think it means to be a Muslim.</p>
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<p>Early Learning Goal (EYFS)</p>	<p>To be confident to try new activities and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p> <p>To talk about how they and others show feelings, talk about their own and others' behaviour and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class and understand and follow the rules. They adjust their behaviour to different situations and take changes of routine in their stride.</p> <p>To play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings and form positive relationships with adults and other children.</p> <p>To talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>To know about similarities and differences in relation to places, objects, materials and living things. They talk about features of their own immediate environment and how environments might vary from one another.</p>						