

RE curriculum skills coverage

Year	Skills
Nursery	<p><u>Understanding the world</u></p> <ul style="list-style-type: none">• Begin to understand the need to respect and care for the natural environment and all living things.• Continue developing positive attitudes about the differences between people. <p><u>PSED</u></p> <ul style="list-style-type: none">• Develop their sense of responsibility and membership of a community.
Reception	<p><u>Understanding the world</u></p> <ul style="list-style-type: none">• Talk about members of their immediate family and community• Name and describe people who are familiar to them.• Compare and contrast characters from stories, including figures from the past.• Understand that some places are special to members of their community.• Recognise that people have different beliefs and celebrate special times in different ways.• Explore the natural world around them.• Describe what they see, hear and feel whilst outside <p><u>PSED</u></p> <ul style="list-style-type: none">• See themselves as a valuable individual.• Build constructive and respectful relationships.• Express their feelings and consider the feelings of others. <p>ELG</p> <p><u>People Culture and Communities</u></p> <ul style="list-style-type: none">• Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. <p><u>Building Relationships</u></p> <ul style="list-style-type: none">• Form positive attachments to adults and friendships with peers.• Show sensitivity to their own and to others' needs.
Year 1	<ul style="list-style-type: none">• Talk about books which are special to them and books which are special to religious believers.• Notice how some books are special to religious believers, and talk about how they are treated• Recall and talk about some religious stories• Respond to questions about the meanings of stories• Name some celebrations and talk about how these are celebrated• Talk about their experiences and feelings connected to celebrations or customs• Notice what happens and respond to questions about the meanings of religious celebrations• Talk about places of worship and the objects and symbols they might see.• Notice what happens in special places or on special occasions and respond to questions about this• Respond with ideas about how to care for others

	<ul style="list-style-type: none"> • Recall and name some of the early figures in the Old Testament, retelling stories and talking about figures such as Noah, Abraham, Isaac, Jacob and Joseph. • Retell, respond to questions and suggest meanings for stories about the birth of Jesus. Talk about how Christians believe Jesus is special and call him the 'Son of God'.
Year 2	<ul style="list-style-type: none"> • Find out and talk about different ways of welcoming new life; name some artefacts • Recognise similarities and differences in welcoming ceremonies for new babies • Respond sensitively to the feelings and beliefs of Christians and Muslims • Ask and respond to questions about belonging • Re-tell stories about religious and non-religious rules, suggesting some meanings • Find out about and give examples of different religious rules • Begin to express ideas about what makes a good rule and why these are important in helping people to live together co-operatively • Find out how Christians and Muslims pray and name some artefacts relating to prayer • Recognise similarities and differences between how Christians and Muslims pray • Ask questions and respond to questions about prayer • Begin to express their own ideas about the meaning of prayer • Ask and respond to questions about the world and creation • Recognise and re-tell religious and non-religious stories and beliefs about creation and suggest some meanings • Begin to express ideas about how to care for the planet • Retell and suggest meanings of some of Jesus' parables • Express ideas and respond to questions about stories from the life and teachings of Jesus. • Express ideas and opinions about how beliefs affect how Christians live their lives such as fasting, supporting the homeless and poor, campaigning. Use examples of local or well-known Christians today. • Name and retell key events in the final days of Jesus' ministry, including: Palm Sunday (John 12:12-15); the last supper (Mark 14: 12-26); crucifixion (Luke 23:26-56) the empty tomb (Luke 24: 1-12). Recall how these are remembered in Holy Week and Easter.
Year 3	<ul style="list-style-type: none"> • Re-tell some Jewish stories and consider their importance. • Discover how Jews express their faith through rituals and actions. • Express ideas about the rituals and practices which demonstrate belonging to a community • Observe and respond thoughtfully to the ways beliefs and spirituality are expressed through various art forms

	<ul style="list-style-type: none"> • Express their beliefs and values through creating a piece of expressive art • Re-tell some well-known parables and teachings of Jesus and consider their meaning • Observe and consider how the Bible influences Christians in the way they live • Respond thoughtfully and express ideas about right and wrong • Re-tell a range of creation stories, making links between them. • Express ideas about creation and suggest meanings for the stories • Express different views and ideas about helping to look after the world around them • Describe and make links between different leaders (religious and non-religious), exploring similarities and differences. • Explain how leaders teach through their personal qualities, actions and stories. • Give examples of the ways in which communities follow their leader
Year 4	<ul style="list-style-type: none"> • Describe the different festivals, making links between them. • Explain and give reasons for the celebration of each festival • Express ideas and opinions about what light represents • Explore and describe ways beliefs and values are expressed in different religions through symbols and actions • Give examples of ways in which people show they belong • Explain why belonging to a community may be valuable but also challenging • Describe and explain key teachings of Islam and the different ways these are interpreted by believers; • Describe and show understanding of how Muslim beliefs impact in a variety of ways on the life and decisions of believers; • Explain how the pilgrimage of Hajj can affect a Muslims life. • Give examples of Sikh beliefs and stories about their Gurus • Describe and show understanding of Sikh practices relating to the Guru Granth Sahib • Explain and give reasons for Sikh values e.g. equality, honesty
Year 5	<ul style="list-style-type: none"> • Identify and explain features of some special places and journeys • Suggest reasons why special places and journeys inspire people • Investigate places of pilgrimage and reflect on the challenges involved in the journey • Make connections between morals and values found in religious teachings and everyday life. • Identify and show understanding of some reasons why it is hard to ‘make up’ or apologise in a conflict. • Explain and apply their own ideas about Jesus’ teaching about forgiveness and reconciliation.

	<ul style="list-style-type: none"> • Suggest reasons for the importance of forgiveness and confession in Christian communities. • Discuss and give examples of how some modern individuals have faced the challenge of forgiveness. • Reflect on how Christianity is one of the Abrahamic faiths along with Judaism and Islam, considering, comparing and contrasting aspects of these world faiths, especially in relation to Abraham and Jesus. • Explore the narratives about Moses, the Ten Commandments, the Kingdom (including David) and Jesus, making connections between stories and the idea of a covenant between God and the people. • Reflect on and find meanings in different titles used by and of Jesus, such as Son of Man, incarnate, Servant, Rabbi, Messiah, Christ, 'I am' statements.
Year 6	<ul style="list-style-type: none"> • Summarise some features of Sikh practice (e.g. sewa, prayer) in the home and in the community • Using a developing religious vocabulary, explain and give reasons for some Sikh beliefs and symbols (e.g. Khanda, 5Ks) considering the meanings behind them • Discuss and apply ideas about Sikh practices and beliefs, recognising the challenges and value of belonging to the Sikh community • Explore and summarise how Christians understand the significance of Jesus' death and resurrection, considering narratives from the Gospels. • Express understanding and ask questions about how Jesus' death is seen as a sacrifice, as a way of forgiveness and salvation. Show understanding of these terms and weigh up what they mean for Christians today. • Explain how festivals and seasons are celebrated, including Ascension and Pentecost. • Describe and understand the rights and responsibilities that come with growing up • Explore and describe rites of passage, comparing a range of religious and secular approaches, responding with insights about the importance of these ceremonies • Reflect on and express their own beliefs, principles and values reasonably • Describe and express ideas about festivals and how and why they are commemorated. • Give a considered response to how Jewish people follow the commandments set out in the Torah • Summarise key beliefs for Jews including Shema and Tikkun Olam and describe how these affect lives today.