



Appendix 3: Duckmanton Primary School – RE Progression of skills

This document outlines how we cover all of the relevant RE knowledge and skills across our school. It follows the skills outlined in The Derbyshire Agreed Syllabus 2020. All skills are revisited and built on throughout the curriculum.

Year Group	
EYFS	<ul style="list-style-type: none"> • Talk about some religious stories. • Recognise some religious words. • Identify some of their own feelings in the stories they hear. • Identify a sacred text e.g. Bible • Talk about what Jesus teaches about keeping promises and say why keeping a promise is a good thing. • Talk about what Jesus teaches about saying "thank you" and why it is good to thank and be thanked. • Talk about people who are special to them. • Say what makes their family and friends special to them. • Identify some of the qualities of a good friend. • Reflect on the question "Am I a good friend?" • Recall and talk about stories of Jesus as a friend to others. • Recall stories about special people in other religions and talk about what we can learn from them. • Talk about somewhere that is special to themselves and say why. • Be aware that some religious people have places which have special meaning for them. • Recognise a place of worship. • Talk about the things that are special and valued in a place of worship. • Identify some significant features of sacred places. • Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church. • Give examples of special occasions and suggest features of a good celebration. • Recall simple stories connected with Christmas/Easter and a festival from another faith. • Say why Christmas/Easter and a festival from another faith is a special time for believers. • Share and record occasions when things have happened in their lives that made them feel special. • Recall simply what happens at a traditional Christian baptism and, if appropriate, how a baby is welcomed into a different religion. • Talk about things they find interesting, puzzling or wonderful and about their own experiences and feelings about the world. • Retell stories, talking about what they say about the world, God, humans. • Express ideas about how to look after animals and plants. • Talk about what people do to mess up the world and what they do to look after it.

KS1	<p style="text-align: center;"><u>Recall, Retell & Recognise</u></p> <ul style="list-style-type: none"> • Talk about some simple ideas about Christian beliefs in God and Jesus. • Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion. • Give an account of what happens at a traditional Christian infant baptism/dedication and suggest what the actions and symbols mean. • Identify two ways people show they belong to each other when they get married. • Retell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means. • Retell a story that shows what Jewish people at the festival of Sukkot, Chanukah or Pesach might think about God, suggesting what it means. • Retell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories. • Retell stories connected with Christmas/Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers. • Retell Bible stories and stories from another faith about caring for others and the world. • Talk about how the mezuzah in the home reminds Jewish people about God. • Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used. • Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers. 	<p style="text-align: center;"><u>Ask and Notice</u></p> <ul style="list-style-type: none"> • Talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat. • Ask good questions during a school visit about what happens in a church, synagogue or mosque. • Ask questions and suggest answers about stories to do with Christian festivals and a story for a festival in another religion. • Identify ways that some people make a response to God by caring for others and the world. • Talk about ways in which stories, objects, symbols and actions used in churches and synagogues show what people believe. • Recognise that sacred texts contain stories which are special to many people and should be treated with respect. 	<p style="text-align: center;"><u>Find Out & Respond</u></p> <ul style="list-style-type: none"> • Ask some questions about believing in God and offer some ideas of their own • Ask and suggest answers to questions arising from stories Jesus told and from another religion. • Describe some of the ways in which people use music in worship, and talk about how different kinds of music makes them feel. • Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers. • Use creative ways to express their own ideas about the creation story and what it says about what God is like. • Respond to examples of co-operation between different people. • Talk about some texts from different religions that promote the "Golden Rule", and think about what would happen if people followed this idea more. • Talk about the issues of good and bad, right and wrong arising from stories in sacred books.
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Describe & Connect

- Describe some of the ways in which Christians and Hindus describe God.
- Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation.
- Give simple definitions of some key Christian terms (e.g. gospel incarnation, salvation) and illustrate them with events from Holy Week and Easter.
- Describe what Christians say God is like, with examples from the Bible, using different forms of expression.
- Describe some examples of what Christians and Hindus do to show their faith, and make connections with some Hindu beliefs and teachings (including aims and duties in life for Hindus).
- Describe how Christians celebrate Holy Week and Easter Sunday.
- Make connections between some of Jesus' teachings and the way Christians live today.
- Describe the practice of prayer for Hindus, Christians and Muslims.
- Make connections between stories, symbols and beliefs with what happens in at least two festivals.
- Suggest why some people see life as a journey and identify some of the key milestones on this journey.
- Describe some ways in which Christians express their faith through hymns and modern worship songs.
- Describe some ways in which Hindus express their faith through puja, aarti and bhajans.
- Make connections between stories of temptation and why people can find it difficult to be good
- Make connections between what people believe about prayer and what they do when they pray.
- Identify similarities and differences in the way festivals are celebrated within and between religions.
- Describe what happens in Hindu, Christian and Jewish ceremonies of commitment and say what these rituals mean.

Observe & Understand

- Identify how and say why it makes a difference in people's lives to believe in God.
- Give examples of how and suggest reasons why Christians use the Bible
- Identify the most important parts of Easter for Christians and say why they are important.
- Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions.
- Give examples of ways in which some inspirational people have been guided by their religion.
- Suggest why having a faith or belief in something can be hard.
- Describe ways in which prayer can comfort and challenge believers.
- Ask questions and give ideas about what matters most to believers in festivals.
- Suggest reasons why marking the milestones of life are important to Christians, Hindus and Jews.
- Suggest at least two reasons why being a Christian/Hindu is a good thing in Britain today and two reasons why it might be hard sometimes.
- Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray.

Apply & Explore

- Ask questions and suggest some of their own responses to ideas about God.
- Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives.
- Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief.
- Discuss links between the actions of Christians and Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others.
- Discuss their own and others' ideas about why humans do bad things and how people try to put things right.
- Discuss their own and others' ideas about how people decide right and wrong.

Appreciate, Link, Outline & Explore

- Make connections between the key functions of the mosque and the beliefs of Muslims.
- Describe and make connections between examples of religious creativity (buildings and art).
- Outline Christian, Hindu and nonreligious beliefs about life after death.
- Make connections between beliefs and behaviour in different religions.
- Make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions.
- Outline clearly a Christian understanding of what God is like, using examples and evidence
- Outline Jesus' teaching on how his followers should live
- Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad
- Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils.
- Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples.
- Make connections between how believers feel about places of worship in different traditions.

Explain & Consider

- Express thoughtful ideas about the impact of believing or not believing in God on someone's life.
- Explain the impact of Jesus' example and teachings might have on Christians today.
- Describe and reflect on the significance of the Holy Qu'ran to Muslims.
- Give examples of ways in which believing in God is valuable in the lives of Christians and ways in which it is challenging.
- Express ideas about how and why religion can help believers when times are hard, giving examples.
- Explain some similarities and differences between beliefs about life after death.
- Give examples of how places of worship support believers in difficult times, explaining why this matters to believers.
- Suggest reasons why some believers see generosity and charity as more important than buildings and art.
- Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view.
- Outline the challenge of being a Hindu, Christian or Muslim in Britain today.
- Offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live.
- Explain some reasons why Christians and Humanists have different ideas about an afterlife.
- Select and describe the most important functions of a place of worship for the community.
- Show understanding of the value of sacred buildings and art.
- Describe some Christian and Humanist values simply.
- Consider similarities and differences between beliefs and behaviour in different faiths.

Express & Enquire

- Present different views on why people believe in God or not, including their own ideas.
- Present ideas about the importance of people in a place of worship rather than the place itself.
- Apply ideas about values from scriptures.
- Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today.
- Express their own ideas about some big moral concepts, such as fairness, honesty etc., comparing them with the ideas of others they have studied.