

# RE Skills Progression KS1

	Autumn	Spring	Summer
Year 1	<p>Christmas 1: Why is Christmas important to Christians? 2-3 hours</p>	<p>Easter 1: What do eggs have to do with Easter? 2-3 hours</p>	
Year 2	<p>Why do Jewish families celebrate Shabbat? 5-6 hours</p> <p>Christmas II: WHAT DOES THE CHRISTMAS STORY TELL CHRISTIANS ABOUT JESUS? 2-3 hours</p>	<p>What is the Torah and why is it important to Jews? 5-6 hours</p> <p>Easter II: WHY IS EASTER IMPORTANT TO CHRISTIANS? 2-3 hours</p>	<p>Why is 'Church' important to Christians? 5-6 hours</p>

Christianity
Judaism
Islam
 Comparative / Thematic

Through their learning in KS1, pupils should	So that by the end of KS1, most pupils will be able to...
<ul style="list-style-type: none"> <li>• learn what Christians believe about God, the person of Jesus and the world around them, and be introduced to some things that Jews and Muslims believe</li> <li>• encounter and respond to a range of stories, artefacts and other religious materials, such as art and music</li> <li>• learn to recognise that peoples' beliefs are expressed in a variety of ways, and begin to use subject specific vocabulary</li> <li>• begin to understand the importance and value of religion and belief, especially for other children, their families and the communities they belong to</li> <li>• ask relevant questions and develop a sense of wonder about the world, using their imagination</li> <li>• ask questions and express their own views about what is important to themselves and to others, valuing themselves, reflecting on their own feelings and experiences and developing a sense of belonging</li> </ul>	<ul style="list-style-type: none"> <li>• identify similarities in features of religions and beliefs</li> <li>• retell religious, spiritual and moral stories</li> <li>• identify possible meanings for stories, symbols and other forms of religious expression</li> <li>• identify how religion and belief is expressed in different ways</li> <li>• respond sensitively and imaginatively to questions about their own and others' ideas, experiences and feelings</li> <li>• ask questions about their own and others' ideas, feelings and experiences</li> <li>• give a reason why something may be valued by themselves and others</li> <li>• recognise that some questions about life are difficult to answer</li> </ul>