

RE Skills Progression KS2

	Autumn	Spring	Summer
Year 3	<p>How does the Bible reveal God's rescue plan? (5-6 hours)</p> <p>ASU: How do people express their beliefs through the arts? (6-8 hours)</p> <p>Christmas Y3: Why are presents given at Christmas – and what might Jesus think? (3-4 hours)</p>	<p>What are important times for Jews? (6-8 hours)</p> <p>How did Jesus change lives? (5-6 hours)</p> <p>Easter Y3: What happened – and what matters most to Christians? (3-4 hours)</p>	<p>How did the Church begin? (5-6 hours)</p> <p>Why do Christians share communion? (3-4 hours)</p> <p>ASU: How can we live together in one world? (6-8 hours)</p>
Year 4	<p>How can a synagogue help us understand the Jewish faith? (6-8 hours)</p> <p>Why do Christians call God 'Father'? (5-6 hours)</p> <p>Christmas Y4: How can artists help us understand Christmas? (3-4 hours)</p>	<p>Why is praying important for Christians? (5-6 hours)</p> <p>ASU: Why do Christians make promises in marriage? (6-8 hours)</p> <p>Easter Y4: How does Lent help Christians prepare for Easter? (3-4 hours)</p>	<p>Is Christian worship the same all around the world? (6-8 hours)</p> <p>What do Sikhs value? (6-8 hours)</p>
Year 5	<p>ASU: How did it all begin? (6-8 hours)</p> <p>Who did Jesus say 'I AM'? (5-6 hours)</p> <p>Christmas Y5: Why is light an important sign at Christmas? (3-4 hours)</p>	<p>What is the 'golden rule'? – and are they all the same? (6-8 hours)</p> <p>How did Jesus' teaching challenge people? (5-6 hours)</p> <p>Easter Y5: How do Christians know what happened at Easter? (3-4 hours)</p>	<p>How can a mosque help us to understand the Muslim faith? (6-8 hours)</p> <p>How do the pillars of Islam help Muslims live a good life? (6-8 hours)</p>
Year 6	<p>What helps Hindus to worship? (6-8 hours)</p> <p>The Trinity: How is God three – and yet One? (5-6 hours)</p> <p>Christmas Y6: What do the Gospels say about the birth of Jesus – and why is it 'good news'? (3-4 hours)</p>	<p>ASU: What can we learn about the Christian faith from the Chronicles of Narnia? (6-8 hours)</p> <p>Adam, Eve, Christmas, Easter: what are the connections? (5-6 hours)</p> <p>Easter Y6: Did Jesus have to die? (3-4 hours)</p>	<p>What is the 'Buddhist way of life'? (6-8 hours)</p> <p>How can churches help us to understand Christian belief? (6-8 hours)</p>

Christianity
Judaism
Islam
Hinduism
Sikhism
Buddhism
Comparative / Thematic

Key Stage 2	Lower Key Stage 2	Upper Key Stage 2
<p>End of key stage expectations: showing knowledge & understanding:</p> <ul style="list-style-type: none"> • explore, gather, select, and organise ideas about religion and belief • investigate and describe similarities and differences within and between religions and beliefs • comment on connections between questions, beliefs, values and practices, drawing on key texts when appropriate • suggest meanings for a range of forms of expression, using appropriate vocabulary • describe the impact of beliefs and practices on individuals, groups and communities, locally, nationally and globally <p>End of key stage expectations: expressing ideas, beliefs & insights:</p> <ul style="list-style-type: none"> • investigate and describe how sources of inspiration and influence make a difference to themselves and others • apply ideas and reflections to issues raised by religion and belief in the context of their own and others' lives • suggest what might happen as a result of their own and others' attitudes and actions • suggest answers to some questions raised by the study of religions and beliefs 	<p>...by the end of lower KS2 (Year 4), most pupils will be able to:</p> <ul style="list-style-type: none"> • investigate and connect features of religions and beliefs • make links between beliefs, stories and practices • identify similarities and differences between religions and beliefs • describe and suggest meanings for symbols and other forms of expression • identify the impact of beliefs and practices on people's lives • identify what influences and inspires them, and why • compare their own ideas and feelings about what pupils think is important • make links between what they and other people think about God and about what is important in life, giving reasons for beliefs, attitudes and actions • ask significant questions about religions and beliefs, comparing ideas as appropriate 	<p>...by the end of upper KS2 (Year 6), most pupils will be able to:</p> <ul style="list-style-type: none"> • explore, gather, select, and organise ideas about religion and belief • investigate and describe similarities and differences within and between religions and beliefs • comment on connections between questions, beliefs, values and practices, drawing on key texts when appropriate • suggest meanings for a range of forms of expression, using appropriate vocabulary • describe the impact of beliefs and practices on individuals, groups and communities, locally, nationally and globally • investigate and describe how sources of inspiration and influence make a difference to themselves and others • apply ideas and reflections to issues raised by religion and belief in the context of their own and others' lives • suggest what might happen as a result of their own and others' attitudes and actions • suggest answers to some questions raised by the study of religions and beliefs