

**What does it mean to be a religiously literate person?**

- An outstanding level of religious understanding and knowledge
- A thorough engagement with a range of ultimate questions about the meaning and significance of existence
- The ability to ask significant and highly reflective questions about religion and demonstrate an excellent understanding of issues related to the nature, truth and value of religion
- A strong understanding of how the beliefs, values, practices and ways of life within any religion cohere together
- Exceptional independence; the ability to think for themselves and take the intuitive in, for example, asking questions, carrying out investigations, evaluating ideas and working constructively with others
- Significant levels of originality, imagination or creativity, which are shown in their responses to their learning in RE
- The ability to link the study of religion and belief to personal reflections on meaning and purpose
- A wide knowledge and deep understanding across a wide range of religions and belief

RE - Progression of Skills and Knowledge

	EYFS	1	2	3	4	5	6
	• Which stories are special and why? • Which people are special and why? • Which places are special and why? • Which times are special and why? • Where do we belong? • What is special about our world	• What does it mean to belong to a faith community? • How and why do we celebrate special and sacred times? • Who is a Christian and what do they believe? • What makes some places sacred?	• How should we care for others and the world, and why does it matter? • How and why do we celebrate special and sacred times? • Who is a Muslim and what do they believe? • How can we learn from sacred books?	• What does it mean to be a Christian in Britain today? • What do different people believe about God? • Why are festivals important to religious communities? • Why do people pray? • Why is the Bible so important for Christians today?	• What does it mean to be a Hindu in Britain today? • What can we learn from religions about deciding what is right and wrong? • Why is Jesus inspiring to some people? • Why are festivals important to religious communities? • Why do some people think that life is like a journey and what significant experiences mark this?	• Why do some people think God exists? • If God is everywhere, why go to a place of worship? • What would Jesus do? (Can we live by the values of Jesus in the twenty-first century?) • What does it mean to be a Muslim in Britain today?	• Is it better to express your beliefs in arts and architecture or in charity and generosity? • What difference does it make to believe in ahimsa, grace and/or Ummah? • What matters most to Christians and Humanists? • What do religions say to us when life gets hard?
Knowing about and understanding religions and worldviews	PC&C 5 – Recognise that people have different beliefs and celebrate special times in different ways.	Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.	Explore and discuss sacred writings and sources of wisdom, recognising the communities from which they come.	Describe and understand links between stories and other aspects of communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.	Describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life in order to reflect thoughtfully on their ideas.	Explain and interpret ways that the history and culture of religions and world views influence individuals and communities, including a wide range of beliefs and practices in order to appraise reasons why some people support and others question these influences.	Explain how and why individuals and communities express the meanings of their beliefs and values in many different forms and ways of living, enquiring into the variety, differences and relationships that exist within and between them.
	PC&C ELG2 - Know some similarities and differences between religious and cultural communities in this country, drawing on their experiences and what has been read in class.	Retell and suggest meanings to some religious and moral stories.	Appreciate some similarities between communities.	Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.		Explain and interpret a range of beliefs, teachings and sources of wisdom and authority in order to understand religions and world views as coherent systems or ways of seeing the world.	
		Recognise some different symbols and actions which express a community's ways of life.					

<i>Expressing and communicating ideas related to religions and worldviews</i>	PC&C ELG2 - Know some similarities and differences between religious and cultural communities in this country, drawing on their experiences and what has been read in class.	Ask and respond to questions about what communities do and why so they can identify what difference belonging to a community might make.	Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.	Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and world views.	Observe and understand varied examples of religions and world views so that they can explain, with reasons, their meanings and significance to individuals and communities.	Explain the religions and world views which they encounter clearly, reasonably and coherently	Observe and interpret a wide range of ways in which commitment and identity are expressed. They develop insightful evaluation and analysis of controversies about commitment to religions and world views, accounting for the impact of diversity within and between communities.
	PC&C 1 – talk about members of their immediate family and community.		Notice and respond sensitively to some similarities between different religions and world views.		Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.	Evaluate different religions drawing on a range of introductory level approaches recognised in the study of religion or theology.	Consider and evaluate the question: what is religion? Analyse the nature of religion using the main disciplines by which religion is studied.
	PC&C 4 – understand that some places are special to members of their community.						
<i>Gaining and deploying the skills for studying religions and worldviews</i>		Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.	Find out about and respond with ideas to examples of cooperation between people who are different.	Discuss and apply their own and others' ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.	Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own thoughtfully in different forms including reasoning, music, art and poetry.	Explore some of the ultimate questions that are raised by human life in ways that are well-informed and which invite reasoned personal responses, expressing insights that draw on a wide range of examples including the arts, media and philosophy.	Explore and express insights into significant moral and ethical questions posed by being human in ways that are well-informed and which invite personal response, using reasoning which may draw on a range of examples from real life, fiction or other forms of media.
			Find out about questions of right and wrong. Begin to express their ideas and opinions in response.		Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect.	Examine and evaluate issues about community cohesion and respect for all in the light of different perspectives from varied religions and world views.	
<i>Vocabulary</i>	Bible, Qu'ran, Diwali, Islam, Hinduism, community, admire, religion, faith, special, church, mosque, festival, Sukkot, Easter, baptism, Aqiqah ceremony, Shahadah, nature, wonder, wildlife	Wedding, Christening, Old Testament, New Testament, Judaism - Shabbat, Torah, synagogue, scroll, Hebrew, Hanukah, Chanukah, mezuzah, Sabbath, ark, Torah, tallit Christianity – church, Bible, font, altar, lectern Islam – Wudu, prayer mat, minbar, mihrab, muezzin	Bible, Zakat, Tzedekah, Sukkot, Passover, Pesach, matzot, fasting, zakat, Eid-Ul-Fitr, Ramadan, Muhammad, prophet, nasheed, Shahadah, Arabic, Qu'ran, Tenaakh, Torah, Hebrew, Arabic	Prayer, grace, faith, Anglican, Roman Catholic, Baptist, trust, trinity, Allah, Trimurti – Brahma, Vishnu, Shiva, festival, Christmas, Easter, Diwali, Pesach, Rosh Hashanah, Yom Kippur, Eid, Muslim first Surah of the Qu'ran, Lord's Prayer, Hindu Gayatri, Mantra, symbols, spiritual, atheist, Old Testament, New Testament, prayer, church	Puja, madder, murtis, Om, punusharthas (dharma, atha, kama, machsha, reincarnation), karma, deities, Bagavad Gita, temptation, Humanists, Beatitudes, incarnation, Holy Spirit, festival, journey, ceremony, communion, confirmation, believers	Theist, agnostic, atheist, Holy Trinity, Anglican, Baptist, mandir, orthodox, reform, pilgrimage, synagogue, local, national, global community, commandments, values, Humanist, Sunnah, hadith, mosque, five pillars – ibadah, sahadah, salat, sawm, zakat, hajj, beliefs, practices, values	Architecture, sacred, cathedral, mosque, grace, unconditional, Ummah, pilgrimage, Zakat, sin, moral, suffering, prayer, community, tradition, bereavement, afterlife, salvation, Humanist, Hinduism, karma, soul, reincarnation, moksha

