



Progression of Skills – Religious Education

Strands of Learning	EYFS	KS1	LKS2	UKS2
Know about & Understand A1 – Describe, explain and analyse beliefs, and practices, recognising the diversity which exists within and between communities.	Explore special people, places, stories and times within our community and various religions.	Recall and name different beliefs and practices, including festivals, worship, and rituals and ways of life, in order to find out about the meanings behind them.	Describe and make connections between different features of the religious and non-religious worldviews they study, discovering more about celebrations and worship.	Describe and make connections between different features of the religious and non-religious worldviews 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.
Know about & Understand A2 – Identify, investigate and respond to questions posed by, and responses offered by some of the sources of wisdom found in religions and non-religious world views.	Explore what is special about our world and why. Think about how this may differ for different people.	Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come.	Describe and make links between stories and other aspects of the communities they are investigating and respond to a range of sources.	Describe and understand links between stories and other aspects of the 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.
Know about & Understand A3 – Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.	Explore where we belong within our community, society and the wider world.	Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.	Explore a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.	Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.
Express and Communicate B1 – Explain reasonably their ideas about how beliefs, practice and forms of expression influence, individuals and communities.	Discuss how some people have beliefs.	Ask and respond to questions about what communities do, and why, so that they can identify what difference belonging to a community might make.	Observe and understand varied examples of religious and non-religious worldviews so that they can explain their meanings and significance to individuals and communities.	Observe and understand varied examples of religious and non-religious worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.
Express and Communicate B2 – Express with increasing discernment	Discuss what makes us unique.	Observe and recount different ways of expressing identity and	Understand the challenges of commitment to a community of faith or belief.	Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be



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their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value.		belonging responding sensitively for themselves.		valuable, both in the diverse communities being studied and in their own lives.
Express and Communicate B3 – Appreciate and appraise varied dimensions of religion.	Discuss how various faiths celebrate their religion through learning about different festivals.	Notice and respond sensitively to some similarities between different religions and non-religious world views.	Observe different dimensions of religion so that they can explore similarities and differences between different religions and world views.	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.
Gain & Deploy Skills C1 – Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively,	Investigate how people feel a sense of belonging within their family, community and the world.	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.	Discuss their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own including music and art.	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.
Gain & Deploy Skills C2 – Enquire into what enables different communities to live together respectfully for the wellbeing of all.	Investigate how communities collaborate to make a better world.	Find out about and respond with ideas to examples or co-operation between people who are different.	Consider ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect.	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.
Gain & Deploy Skills C3 – Articulate beliefs, values and commitments clearly in order to explain reasons why they may be important in their own and other people's lives.	Investigate people, places and beliefs that are special and explain the reasons why.	Find out about questions of right and wrong and begin to express their ideas and opinions in response.	Discuss and apply their own and others' ideas about what is right and wrong, and express their own ideas.	Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong, and what is just and fair, and express their own ideas clearly in response
Programme of Study	Eastling Primary School follow the Kent Agreed Syllabus 2022-2027 FS – Explore different faiths through stories, discussions, festivals and learning about the world. KS1 – Christianity, Islam and Judaism LKS2 – Christianity, Hinduism, Judaism & Islam UPKS2 – Christianity, Islam, Hinduism, Judaism, Humanists & Non-religious.			



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Progression of Vocabulary – RE

	FS2 (Discovering)	KS1 (Exploring)	Lower KS2 (Connecting)	Upper KS2 (Connecting)
The general language of religious study	Religion Special books Special places Special stories Prayer	Religion, celebration, festival, symbol, thankful, faith, belief, wise sayings, rules for living, co-operation, belonging, worship, holiness, sacred, creation story	Religion, spiritual, commitment, values, prayer, pilgrim, pilgrimage, ritual, symbol, community, worship, devotion, belief, life after death, destiny, soul, inspiration, role-model.	Religion, harmony, respect, justice, faith, interfaith, tolerance, moral values, religious plurality, moral codes, holiness, spiritual, inspiration, vision, symbol, community, commitment, values, sources of wisdom, spiritual, Golden Rule, charity, place of worship, sacred text, devotion, prayer, worship, compassion, prejudice, persecution
Christianity	Christmas, Bible Church, Jesus, Christmas, Easter, festival, celebration, Church, believe, harvest, Christingle, Advent, Nativity	Christian, God, Creator, Christmas, Easter, Jesus, church, altar, font, Bible, gospel, Priest, Vicar, disciples, Old Testament, New Testament, Baptism, Christening, Miracles, Prayer, Christ, Holy words, Holy Book, Holy, faith, community, belonging, followers	Christian, Christmas, Easter, Pentecost, Harvest Festival, Messiah, liturgy, church, Gospel, Jesus, Holy Spirit, God the Creator, Trinity, Heaven, forgiveness, guidance, respect, temptation, values, parable, sacrifice, salvation, justice, hope, Holy Communion, marriage, moral, tradition, conscience	Christian, Jesus, Bible, Gospel, Letters of Saint Paul, Trinity, Incarnation, Holy Spirit, resurrection, Christmas, Easter, Pentecost, Eucharist, agape, charity, generosity, poverty, selfless, empathise, peace, fairness, death, soul, resurrection, crucifixion, Confirmation, sin, grace
Judaism	Moses Passover Torah Synagogue	Jewish, synagogue, Torah, bimah, Chanukah/Hanukkah, Ark, Judaism, Shabbat, mezuzah, Tenakh, Passover, Sukkot	Jewish, Judaism, Moses, Exodus, Lawgiver, Ten Commandments, Star of David, Passover/Pesach, Shabbat, Shema, Torah, Bar Mitzvah	Judaism, Jewish, synagogue, schul, Jerusalem, Western Wall, Orthodox, Reform, Tu B'Shevat, tzedakah, tikkun olam, Rites of Passage
Islam	Allah, Prophet Muhammad, Qur'an, Mosque	Muslim, Islam, Allah, Prophet Muhammad, mosque, Eid, Id, Qur'an, moon and star, Ramadan, tawhid.	Muslim, Islam, Allah, Prophet, mosque, Qur'an, surah, moon and star, paradise	Muslim, Allah, Prophethood, Ummah, 5 Pillars, Prophet Muhammad, Iman (faith), akhlaq (character or moral conduct) Qur'an, Hadith, Mosque, Hajj, fast, religious architecture, segregation, Zakat
Hindu Dharma	Hindu, Dharma, Diwali	Hindu, Dharma, Diwali	Hindu, mandir, murtis, gods, goddesses, Diwali, Aum, Trimurti, dharma, Ramayana, meditate, incarnation, karma, temple, trinity, exist, moksha shrine, symbolism, deity	Hindu, ahimsa, karma, dharma, murtis, Brahman, mandir, gods, goddesses, shrines, Mahatma, reincarnation,



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Non-religious Worldviews	Non-religious	Humanist, Golden Rule, non-religious	Humanist, Golden Rule, non-religious, spiritual but not religious, atheist	Atheist, agnostic, Humanist, rationalist, Golden Rule, 'spiritual but not religious', spiritual, spirituality
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