

Meadgate Primary School Progression of Skills

R.E.

Knowledge Skills and Understanding	
Personal Experience (EYFS)	<ul style="list-style-type: none"> • Can they share treasure boxes of photos & objects: talk & share past & present events in own lives & family members? • Can they say who is important to them i.e., in our school community, at home? • Can they celebrate differences between people and learn how everyone should be treated fairly? • Do they understand about different religious and cultural celebrations, including, but not limited to, those they celebrate themselves? • Can they share their past/present customs and routines and those of their family and friends? • Do they understand that all homes are different and special to the families that live in them? • Do they recognise that different people celebrate special times in different ways?
Personal Experience (Year 1)	<ul style="list-style-type: none"> • Do they understand what makes our homes special? • Can they describe their favourite place and say why it is special? • Can they say what makes their local area special? • Can they talk about special places they have visited and say why they are special? • Do they know what makes them special? • Can they say which people/pets are special to them and why? • Can they say how we make other people feel special e.g. birthdays etc? • Can they talk about special books and stories and say why they are special? • Can the children talk about their favourite words and why they like them?
Personal Experience (Year 2)	<ul style="list-style-type: none"> • Can they talk about special things in their homes and say why they are special? • Can they describe what a symbol is?
Personal Experience (Year 3)	
Personal Experience (Year 4)	
Personal Experience (Year 5)	
Personal Experience (Year 6)	

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Knowledge Skills and Understanding	
Christianity (EYFS)	<ul style="list-style-type: none"> • Can they share their past/present customs and routines and those of their family and friends? • Do they recognise that different people celebrate special times in different ways? • Can they appreciate similarities and differences between religious festivals they have learnt about?
Christianity (Year 1)	<ul style="list-style-type: none"> • Can they say why churches are special places for Christians? • Can they say what happens in church at Harvest Festival? • Can they say who Jesus was and why is he special to Christians? • Can they retell the Christmas Story? • Do they know why there are so many lights at Christmas time? • Can they say why the Bible is special to Christians? • Can they share some Bible stories about Jesus? • Do they know what the story of The Good Samaritan tells us about how we should live our lives?
Christianity (Year 2)	<ul style="list-style-type: none"> • Can children recall what happens in churches during Harvest Festival? • Do the children know what happens in church during Advent? • Do they know why some stories from the Bible are special to Christians and what they teach us? • Do they know what special things might be found in Christian homes? • Do they know why the cross is the most important Christian symbol? • Do they know what Easter symbols remind Christians that Jesus came back to life?
Christianity (Year 3)	<ul style="list-style-type: none"> • Do they understand the two meanings of the word church? • Do they understand what communities they belong to? • Can they say what it is like to be part of a community and how the church might be part of this? • Can they describe what churches look like? • Do they know why churches are sacred or holy and can they say what this means? • Do they understand how people should behave in such a place? • Do they know the key features of a church and their purpose? • Can the children say who Jesus was? • Do they know why Jesus is important to Christians? • Can the children say what makes a good leader? • Do children know how Christians put the teachings of Jesus into practise through the work of charities? • Can the children talk about Jesus' baptism from story they have been told and say why it was significant? • Do they know the symbols associated with baptism?

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	<ul style="list-style-type: none"> • Can they say why Christians use water to baptise? • Do they know why Jesus needed disciples? • Can they say who the 12 disciples were and what duties they had? • Do they know the key messages that Jesus wanted the disciples to spread and how they did that? • Do the children know what was happening in Palestine when Jesus rode into Jerusalem? • Can they say why the crowd welcomed Jesus so enthusiastically? • Can they say why Jesus rode on a donkey? • Do the children know what happens in churches on Palm Sunday? • Can the children explain the events and importance of the story of Last Supper and Jesus' arrest and betrayal? • Do the children know the origin and meaning of Holy Communion? • Do the children know how the events associated with the Last Supper are recalled on Maundy Thursday? • Can they explain why the people turned against Jesus after his arrest? • Can the children explain the sequence of events around the death of Jesus? • Can they say what Christians believe happened to Jesus after he died?
Christianity (Year 4)	<p>Christian Creation Stories</p> <ul style="list-style-type: none"> • Can the children say what they already know about the Bible? • Do the children know how the Bible is organised? • Do they know how to look up Bible references? • Can the children explain how the Bible was written? • Can the children explain the relationships between the holy books of Christians, Jews and Muslims? • Do children know why some people might disbelieve much of the Bible? • Can the children explain how Christians believe the world came to be? • Can they retell the Biblical account of creation found at the start of the Bible? • Do they know which elements of the Bible contradict with Scientific theories? • Do child understand that although the story might not be true, in a literal sense, Christians believe it does contain truths?
Christianity (Year 5)	
Christianity (Year 6)	

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Knowledge Skills and Understanding	
Buddhism (EYFS)	
Buddhism (Year 1)	
Buddhism (Year 2)	<ul style="list-style-type: none"> Do they know what Buddhists 'see' in the Buddha image and why it is special to them? Do they know how Buddhists try to live their lives?
Buddhism (Year 3)	<ul style="list-style-type: none"> Do children know who the Buddha was? Can they say where and when he lived? Do the children know the main events in the Buddha's early life? Can the children identify concerns around suffering that were identified by Prince Siddhartha, when he left the palace confines? Can the children say which issues around giving things up are raised in the story of Siddhartha? Can the children say what Siddhartha hoped to achieve by living as a Sadhu? Do they know what is meant by the Middle Way, why it was important to Siddhartha and how it can impact our lives? Do the children know what Nirvana means? Can the children say why the lotus is an important symbol in Buddhism? Can the children say what the features of the Buddha image tell us about the Buddha? Do the children know how Buddhists regard the Buddha? Do the children know why Buddhists have shrines and where they might be found? Do the children know how Buddhists respond to a shrine and show respect? Can children explain what a mantra is and why Buddhists chant them? Do the children know Buddhists practise meditation?
Buddhism (Year 4)	
Buddhism (Year 5)	
Buddhism (Year 6)	

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Knowledge Skills and Understanding	
Hinduism (EYFS)	<ul style="list-style-type: none"> Can they share their past/present customs and routines and those of their family and friends? Do they recognise that different people celebrate special times in different ways? Can they appreciate similarities and differences between religious festivals they have learnt about?
Hinduism (Year 1)	<ul style="list-style-type: none"> Do they know the story of Rama and Sita and can they say why they are special to Hindus? Do they know how Hindus use lights to remember Rama and Sita?
Hinduism (Year 2)	
Hinduism (Year 3)	<ul style="list-style-type: none"> Can they find out about Hindu Gods and Goddesses from images? Can we retell the Ramayana (The Story of Rama and Sita)? Do they know the meaning and significance of the story for Hindus? Can they identify any links between the message of the story and their own life? Can the children explain what they have learnt about how Hindu festivals are celebrated? Do they know about similarities and differences between Hindu festivals and festivals of other religions? Can the children undertake activities to help them understand the spirit of the Hindu festivals?
Hinduism (Year 4)	<p>Brahman and the AUM symbol</p> <ul style="list-style-type: none"> Can children say what Hindus mean by 'Brahman'? Do children know that although Hindus worship many different gods and goddesses, they believe in just one god? Can children say where Brahman can be found? Do they know what the AUM symbol represents? <p>The Trimurti</p> <ul style="list-style-type: none"> Do children understand the importance of cyclical patterns to Hindus, for example in terms of time? Can children explain what reincarnation is and can they link it with the Hindu view that life is cyclical? Do the children know what the Trimurti is? <p>Hindu creation stories</p> <ul style="list-style-type: none"> Can the children retell the Hindu creation story? Can the children say what similarities and differences there are between the Hindu creation story being studied and other creation stories? Do the children know the significance of the 'namaste' greeting in Hinduism?

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	<ul style="list-style-type: none">Can children explain why Hindus are vegetarian?
Hinduism (Year 5)	
Hinduism (Year 6)	

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Knowledge Skills and Understanding	
Islam (EYFS)	<ul style="list-style-type: none"> Can they share their past/present customs and routines and those of their family and friends? Do they recognise that different people celebrate special times in different ways? Can they appreciate similarities and differences between religious festivals they have learnt about?
Islam (Year 1)	<ul style="list-style-type: none"> Can the children share stories about Muhammad and his kindness to animals and know what this tells us about his beliefs?
Islam (Year 2)	<ul style="list-style-type: none"> Do they know why the cave on Mount Hira is such a special place for Muslims? Can they say how Muslims remember what happened at the cave during Laylat al-Qadr? Do they know the characteristic features of prayer in Islam? Do they know what Muslims go without during the month of Ramadan? Can they say why Muslims fast during Ramadan? Do they know how Muslims celebrate the end of Ramadan at the festival of Id ul-Fitr?
Islam (Year 3)	
Islam (Year 4)	<ul style="list-style-type: none"> Can children describe the characteristic features of a mosque inside and out? Do they know what mosques are used for? Can they explain what Muslims do before entering the mosque? Do children know why there is no representational art inside the mosque? Can children talk about the activities that take place within the mosque? Do the children know about the origins of the call to prayer and describe what this means to Muslims? Do children know how often Muslims pray and why this is so important to them? Can children talk about how Muslims pray? Do the children know where Muhammad went to think and pray? Do children know how the Qur'an revealed to Muhammad? Can children explain why Muslims don't depict Muhammad? Do children know how the first words of the Qur'an were first recorded? Can children explain how Muslims treat the Qur'an? Do they know why the pages of the Qur'an are beautifully decorated? Can they explain what happens at the madrassah? Do the children know what types of teaching are found within the Qur'an? Can the children explain what a prophet is and note any similarities and differences between Jesus/Isa found in the Bible?

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Islam (Year 5)	<ul style="list-style-type: none">• Can the children talk about what 'pillars' support their lives?• Can children explain what Muslims call the five things that support their religion?• Do children know about the Shahadah and its significance for Muslims?• Do children know about the Salah and its significance for Muslims?• Can children explain why a compass and carpet would be important for Muslim prayer?• Can children explain how Muslims pray?• Do children know about Zakah and its significance to Muslims?• Do children know about Sawm and its significance to Muslims?• Do children know about Hajj and its significance to Muslims?
Islam (Year 6)	

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Knowledge Skills and Understanding	
Judaism (EYFS)	<ul style="list-style-type: none"> Can they share their past/present customs and routines and those of their family and friends? Do they recognise that different people celebrate special times in different ways? Can they appreciate similarities and differences between religious festivals they have learnt about?
Judaism (Year 1)	<ul style="list-style-type: none"> Can they say why the Torah scroll is special for Jews and what they do to look after it? Can they talk about the main events in the story of Moses?
Judaism (Year 2)	<ul style="list-style-type: none"> Can children recall what happens in churches during Harvest Festival? Do they know what happens during the festival of Sukkot and what this reminds Jews of? Do they know about the festival of Hanukkah? Can they say how Jews remember the miracle that happened when the temple was recaptured?
Judaism (Year 3)	
Judaism (Year 4)	
Judaism (Year 5)	<ul style="list-style-type: none"> Can the children explore problems which are faced in the world today by people who have been forced to leave their homes because of natural or 'manmade' disasters (such as drought or war)? Do the children know why the Hebrews (the ancestors of the Jews) come to be living as slaves in Egypt, rather than living freely in their homeland (Canaan)? Can the children explain who Moses was (Egyptian/Hebrew or both)? Do the children know the three main turning points in Moses' early life? Can children explain why Moses was so angry when he saw the Egyptian hitting the slave? Do they know what Jews believe was really happening when Moses saw the burning bush? Can the children explain how Jews believe God saved their ancestors, the Hebrews, from slavery in Egypt? Do the children know what 'scientific' explanations have been offered for the plagues? Do children understand that Jews believe the story of the plagues and the parting of the Red Sea reveals God's special relationship with them? Can children explain why the story of the exodus is so important for Jews and how they celebrate this special event? Do the children know which foods might be used to remind Jews of the story of the Exodus? Can children describe what happens during the Seder meal?

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	<ul style="list-style-type: none"> • Can children explain what Pesach is and why it is important for Jews? • Can children explain how Moses received the Ten Commandments? • Can children explain the Ten Commandments and their significance for Jews and Christians?
<p style="text-align: center;">Judaism (Year 6)</p>	<p>Features of the synagogue</p> <ul style="list-style-type: none"> • Can children explain what makes certain places so special and how they differ from other places? • Can children explain why synagogues are so special to Jews? • Do they know the three main purposes of the synagogue? • Can they say what the main features of the sanctuary or worship hall in a synagogue are? • Can they explain the function of the features in the sanctuary/worship hall? • Do they know why it is unlikely that we would see statues or images of important Jewish figures in a synagogue? <p>The Sefer Torah</p> <ul style="list-style-type: none"> • Can the children explain what the Torah scroll is 'dressed' in and why it is dressed in this way? • Do they know why a yad is used to read the scroll? • Can they explain how the Torah scroll is written and in what language? • Can they give examples of the content of the Torah and explain what rules should guide our own lives? • Do they know how the Torah is read out in the synagogue? • Can they explain what the festival of Simhat/Simchat Torah celebrates and how is it celebrated? <p>What happens inside the synagogue, including celebrating Shabbat?</p> <ul style="list-style-type: none"> • Can they say what the three main purposes of the synagogue are? • Can children explain how and why Jews keep Shabbat? • Do they know what happens during the Shabbat service at the synagogue? <p>The importance of the home in Jewish life: keeping a kosher home and observing dietary laws</p> <ul style="list-style-type: none"> • Can the children name some of the distinctive features of a Jewish home? • Can they say some ways in which a Jewish home is special? • Can they explain what it means for something to be kosher or treyfah? • Do they know where we find Jewish food laws? • Can they explain why 'keeping kosher' is so important to Jews? • Are they able to consider why it is still important for Jews continue to 'keep kosher' today? <p>The Shema and the Mezuzah</p> <ul style="list-style-type: none"> • Can children explain what a Mezuzah case is and how is it used? • Can they say what the Shema is and why is it so important to Jews? • Do they understand where the idea that there is only one God came from?

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Observing Shabbat in the home

- Do the children understand about the origin of the Sabbath?
- Can they say what Jews and Christians believe God commanded us to do on the seventh day?
- Can they explain why Shabbat starts in the evening?
- Do they know what the word 'Shabbat' means?
- Can they retell how Jewish families celebrate the beginning of Shabbat?
- Can they explain why Jews think it is a good thing to have lots of restrictions placed on them during Shabbat?
- Can they describe how Jews spend Shabbat?
- Can they explain how Jewish people conclude the celebration of Shabbat?
- Can they relate this idea to other religions?

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Knowledge Skills and Understanding	
Sikhism (EYFS)	
Sikhism (Year 1)	
Sikhism (Year 2)	Do they know why some stories are special to Sikhs and what they teach us?
Sikhism (Year 3)	
Sikhism (Year 4)	
Sikhism (Year 5)	<ul style="list-style-type: none"> Do children know who Guru Nanak is and why he is significant for Sikhs? Do children know where Sikhs worship? Can the children retell one of the stories celebrated during a Sikh festival and explain why Guru Granth Sahib is considered to be the last Guru? Can children identify the main Sikh symbols and say what they represent (including the 5ks and the turban)? Can children identify the main features of the Gurdwara and why they are significant?
Sikhism (Year 6)	

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Knowledge Skills and Understanding	
Humanism (EYFS)	
Humanism (Year 1)	
Humanism (Year 2)	
Humanism (Year 3)	
Humanism (Year 4)	
Humanism (Year 5)	
Humanism (Year 6)	<ul style="list-style-type: none"> • What is the meaning of Humanism? • What is a Humanist? • What can we find out about famous Humanists? • What makes us human? • Can I identify the positive and negative aspects of human beings? • What influences human behaviour? • What is a symbol? • How do symbols/logos reflect the purpose of different organisations? • What is the British Humanist Association (BHA)? • What ideas are conveyed through the Happy Human symbol? <p>What is the Golden Rule?</p> <ul style="list-style-type: none"> • How do I apply the Golden Rule in my own life? • What do Humanists mean by living a good and happy life? • What makes me truly happy? • What is the meaning of equality? • What does it mean to treat people equally?

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- Does treating people equally mean treating them the same?
- What do Humanists mean when they say all human beings are equal and what are the implications of this?
- What is the meaning of the terms atheist and agnostic?
- Why do some people believe in religion and God while others, including Humanists, reject such beliefs?
- If you believe in science, does this necessarily mean you don't believe in God?

- What are the important milestones in our lives?
- How do we mark these?
- What important milestones in life are marked in different religions and Humanism with special ceremonies?
- What happens at a Humanist baby naming or welcoming ceremony?
- What happens at a Humanist wedding?

What happens at a Humanist funeral?