

# PROGRESSION OF KNOWLEDGE AND SKILLS



**CHERRY TREE**  
PRIMARY SCHOOL

Religious Education	Knowledge	Skills	Thinking skills	Trips/Visitors
EYFS –  Nursery and Reception	<p>Share own religious beliefs, ideas and values.</p> <p>Look at artefacts and religious places they know (Mosque).</p> <p>Talk about own special places.</p> <p>People who help us including people from religious groups.</p> <p>Talk about prayer and worship and experience times of quiet and stillness.</p> <p>Explore ‘belonging’ to a group, including religious groups.</p> <p>Explore how people care for each other.</p> <p>Understand right and wrong.</p>	<p>Listen and respond to a range of faith stories and visitors from faith communities.</p> <p>Using their imagination and curiosity to appreciation and wonder about the world.</p> <p>Ask questions and consider answers.</p> <p>Become aware of own values and express these.</p> <p>Consider consequences of actions.</p>	<p>Recognise, identify, respond to questions, express likes and dislikes</p>	<p>People who help us (firefighters)</p> <p>Parents – talk about faiths and use artefacts</p> <p>Parents use Tapestry to share religious experiences.</p>
Year 1	<ul style="list-style-type: none"> <li>-Recall and name different beliefs and practices including festivals, worship, rituals and ways of life (find out the meaning).</li> <li>-Understand what prayer, reflection and worship means to a religious community and participate in periods of stillness and reflection.</li> <li>-Notice and talk about how groups express their identity and belonging.</li> <li>-Explore questions about belonging, meaning and truth.</li> <li>-Consider how spiritual and moral values influence behaviour and choices of themselves and others.</li> </ul>	<ul style="list-style-type: none"> <li>-Explore and discuss sacred writings/sources of wisdom and recognise the traditions from which they come.</li> <li>-Appreciate some similarities between communities.</li> <li>-Respond and reflect on what individuals and communities do and why.</li> <li>-Listen to and talk with people (leaders belonging to a faith community) about how commitment affects their lives.</li> <li>-Reflect on ideas of right and wrong.</li> <li>-Ask and answer a range of ‘how’ and ‘why’ questions about belonging, meaning and truth.</li> </ul>	<p>Observe, describe, select, use simple vocabulary</p>	<p>Temple – Hindu</p> <p>Watford Schools Trust</p>

Year 2	<ul style="list-style-type: none"> <li>-Re-tell and suggest meanings to some sources of wisdom and stories of faith and belief.</li> <li>-Explore questions about belonging, meaning and truth.</li> <li>-Recognise how and why symbols and actions express religious meaning.</li> <li>-Respond to stories and real life examples of how and why people show care and concern for humanity and the world.</li> <li>-Understand what prayer, reflection and worship means to a religious community and participate in periods of stillness and reflection.</li> <li>-Explain the influence of rules.</li> </ul>	<ul style="list-style-type: none"> <li>-Express ideas and opinions using creative media.</li> <li>-Reflect on ideas of right and wrong.</li> <li>-Think, talk and ask questions about some sacred writings and sources of wisdom/traditions from which they come</li> <li>-Describe what a leader does and why.</li> <li>-Ask and answer a range of 'how' and 'why' questions about belonging, meaning and truth.</li> <li>-Listen to and talk with people (leaders belonging to a faith community) about how commitment affects their lives.</li> </ul>	<p>Compare and contrast, reason, offer views and opinions, use appropriate vocabulary Measure</p>	<p>Church – Christianity</p> <p>Watford Schools Trust</p> <p>Helen from Soul Survivor</p>
Year 3	<ul style="list-style-type: none"> <li>-Describe, make connections and reflect on some religious beliefs and practices studied, including how celebrations and key moments in life are marked.</li> <li>-Participate in periods of stillness and quiet thought.</li> <li>-Explore how some religious people are guided by their religious leaders.</li> <li>-Illustrate how diverse communities can live together respectfully, sharing the same important values and sense of responsibility.</li> <li>-Consider and discuss questions on matters that are important in the world, including choices about what is right and wrong.</li> </ul>	<ul style="list-style-type: none"> <li>-Develop an understanding of the impact on individual believers.</li> <li>-Describe some similarities between communities.</li> <li>-Describe why and where worshippers connect to prayer and worship.</li> <li>-Express personal reflections.</li> </ul>	<p>Understanding through explanations, use accurate and precise vocabulary. Measure and record</p>	<p>North Watford Mosque – Islam</p> <p>Watford Schools Trust</p>

Year 4	<ul style="list-style-type: none"> <li>-Describe, make connections and reflect on some religious beliefs and practices studied, including how celebrations and key moments in life are marked.</li> <li>-Show awareness, describe and interpret a range of stories, sacred writings, psalms, poems, hymns, prayers and artefacts.</li> <li>-Participate in periods of stillness and quiet thought.</li> <li>-Show an understanding of some of the challenges individuals face when belonging to a faith community. Demonstrate how it may help them.</li> <li>-Explore how some religious people are guided by their religious leaders.</li> </ul>	<ul style="list-style-type: none"> <li>-Explain how a range of beliefs, symbolic expression and actions (verbal and non-verbal) can communicate meaning to individual followers.</li> <li>-Describe some similarities between communities.</li> <li>-Express personal reflections.</li> <li>-Respond to a range of challenging 'if' and 'why' questions about making sense of the world.</li> </ul>	Describe and explain links, patterns, processes and inter-relationships. Measure, record and present	Sikh Gurdwara  Watford Schools Trust
Year 5	<ul style="list-style-type: none"> <li>-Show awareness, respond to and interpret a range of stories, sacred writings and sources of wisdom. Recognise and understand the impact of the above in different communities and on individual believers.</li> <li>-Compare how and why a range of beliefs, expressions and actions communicate different meaning to individuals within communities.</li> <li>-Through enquiry and experience, demonstrate worshippers' connection to prayer, faith and sacred spaces.</li> <li>-Explain how diverse communities can live together identifying common values, justice, respect and shared human responsibility.</li> </ul>	<ul style="list-style-type: none"> <li>-Use specific religious vocabulary about how celebrations and key moments in life are marked by different communities.</li> <li>-Recognise and understand the impact of religious stories, writings and sources of wisdom in different communities and on individual believers.</li> <li>-Identify and describe similarities and differences between and within communities.</li> </ul>	Present detailed explanations, draw conclusions, make informed judgements	Synagogue – Judaism  Watford Schools Trust
Year 6	<ul style="list-style-type: none"> <li>-Describe, make connections and reflect on some religious and worldviews studied.</li> <li>-Raise questions on guidance and leadership in their own and others' lives.</li> <li>-Show awareness, respond to and interpret a range of stories, sacred writings and sources of wisdom. Recognise and understand the impact of the above in different communities and on individual believers.</li> <li>-Use personal and critical responses to challenge how individual and collective responsibility is shaped by faith and belief.</li> </ul>	<ul style="list-style-type: none"> <li>-Show and express insights into the challenges of individual commitment, belonging and faith.</li> <li>-Present a range of views and answers to challenging questions about belonging, meaning and truth.</li> <li>-Consider possible effects of different moral choices.</li> <li>-Evaluate and ask challenging questions applying their own and others ideas about responsibility.</li> </ul>	Evaluate critically, validate, hypothesis, remodel	Buddhist Monastery  Watford Schools Trust

