**Elworth CE Primary School**

**RE Skills Progression**

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| **Good News Expected Outcomes** | | | |
| **EYFS** | **End of KS1** | **End of L KS2** | **End of U KS2** |
| * I can say what good news is and give two examples. * I can retell the ‘Parable of the Good Samaritan’. | * I can describe details from a story Jesus told. * I can talk about what is important to me and relate it to a parable Jesus told. * I can identify good news in a parable and say why it is important to Christians. * I can describe a story in detail about Jesus. * I can talk about what is important to me and relate it to the healing stories of Jesus. * I can suggest how the healing stories might be important to Christians. | * I can describe in detail two examples where the gospels encourage Christians to live as good news today. * I can describe in detail two examples where the gospels encourage Christians to live as good news to day. | * I can compare the good news in two stories studied with other Bible stories or teachings. * I can compare and contrast the teaching of Jesus as ‘Light of the World’ with at least two other ‘I am’ sayings of Jesus John’s gospel. * I can suggest how Christians explain them as good news. * I can compare and contrast the teaching of Jesus as ‘Light of the World’ with at least two other ‘I am’ sayings of Jesus John’s gospel. * I can suggest how Christians explain them as good news. |

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| **God Expected Outcomes** | | | |
| **EYFS** | **End of KS1** | **End of L KS2** | **End of U KS2** |
| * I can say what God is like for Christians. * I can retell a story I have heard about God. * I can say that Christians say God loves me. | * I can remember and retell a Christian story. (creation) * I can describe what people can learn from a Christian story about God. * I can use words Christians use to describe God. * I can remember a Christian story about God. * I can tell someone what Christians believe about God. * I can talk about what is important to me and to others about God. | * I can describe what some Christians believe about God. * I can make a link between my own ideas about God and those of others. * I can suggest some meanings in Christian symbols about God * I can use a metaphor to describe God. | * I can say how a belief in God as omniscient; omnipotent and omnipresent inspires and influences Christians. * I can suggest some puzzling questions these beliefs raise * and begin to consider answers. |

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| **Christian Community Expected Outcomes** | | | |
| **EYFS** | **End of KS1** | **End of L KS2** | **End of U KS2** |
| * I can explain the church is a place where Christians meet. * I can say which church is linked to our school. | * I can identify what happens in a church each week. * I can identify some things people believe about the Bible * I can talk about what is important to Christians about the Bible. * I can begin to describe what visiting and belonging to the church means to a believer. * I can talk about the church with respect for believers who go there. * I can suggest why believers think going to church is important. | * I can describe characteristics of 3 different Christian communities. * I can talk about their differences and similarities and what it means to belong there. * I can suggest why Christians take part in certain activities and how this might influence their lifestyle. * I can suggest what influences the behaviour of Christians who take part in certain activities. * I can explain why believers think going to church is important. | * I can identify three differences and similarities between the communities studied. * I can describe how different leaders seek to create the kind of world Jesus wants. * I can identify three ways believers might live as Christians and describe the impact their life might make. * I can evaluate their decisions and suggest the effect this might have on others? |

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| **Incarnation Expected Outcomes** | | | |
| **EYFS** | **End of KS1** | **End of L KS2** | **End of U KS2** |
| * I can identify three ways believers might live as Christians and describe the impact their life might make. * I can evaluate their decisions and suggest the effect this might have on others? | * I can retell almost all the parts of the Christmas story studied. * I can describe several things that can be learnt about Jesus making reference to the parts of the story studied. * I can describe what people can learn from the Christmas story about Jesus the king | * I can compare and contrast the detail in the different stories about Jesus’ birth found in the Bible. * I can suggest at least two reasons which explain why there are different birth narratives. * I can identify and explain the meaning of two different Advent customs. * I can explain why Christians believe the Christmas story is seen as good news making reference to parts of the first Christmas story. | * I can make links with the Christmas story and several titles used to describe Jesus at Christmas time. * I can explain why these titles are used by Christians and suggest what they might mean. * I can explain ow different artist studied show what is important about the Incarnation. * I can explain how the different global communities studied show what is important about the incarnation through different ways of celebrating. |

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| **Kingdom of God Expected Outcomes** | | | |
| **EYFS** | **End of KS1** | **End of L KS2** | **End of U KS2** |
| * I can suggest what makes a good king and why Jesus might have been a good king. | * I can talk about the Kingdom of God by referring to the ‘Parable of the Mustard Seed’. * I can suggest what Jesus may have been trying to teach about the Kingdom of God in the parable. * I can talk about the Kingdom of God in the Lord’s prayer and I can suggest what Jesus may have been trying to teach people about the Kingdom of God. | * I can describe what people can learn about the Kingdom of God from both the parables studied. * I can explore some questions people ask about the Kingdom of God and compare my answers with others. * I can describe what people can learn from a story about the kingdom found in the Bible and say why. * I can suggest some good questions people ask about the Kingdom of God and compare my answers with others. | * I can explain what influences and inspires local Christians to use their talents/gifts to further the Kingdom on earth. * I can refer to their local activity and make links to Bible texts that may inspire them. * I can say how the belief in the Kingdom of God inspires and influences Christians across the world. |

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| **Forgiveness Expected Outcomes** | | | |
| **EYFS** | **End of KS1** | **End of L KS2** | **End of U KS2** |
| * Why the words ‘sorry’ and * ‘apologise’ might be * important to Christians. * What Jesus may have * been meaning when he said ‘turn the other * cheek’. | * Recall most of the details of the story of Jonah. * That Jonah wanted to please God and changed his minds and actions accordingly. * I can explain what part of the Lord’s prayer is about and how it might help Christians feel forgiven so they can start again | * I can explain the part Judas and Peter played in betraying Jesus. * I can suggest why it was important for Jesus to forgive. * I can describe what Christians might learn from their behaviour. * I can make links with the Jesus teaching on forgiveness and how it may be expressed in a Christian’s life. | * I can make links with the Jesus teaching on forgiveness and how it may be expressed in a Christian’s life. * I can make links with some Biblical teaching on forgiveness, repentance and justice and how it maybe expressed in a Christian’s life through key beliefs and action. * I can raise some questions about the material studied. |

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| **Salvation Expected Outcomes** | | | |
| **EYFS** | **End of KS1** | **End of L KS2** | **End of U KS2** |
| * I can explain what an Easter garden is and why Christians might put 3 crosses in it. | * I can see how and why the cross is an important symbol for Christians. * I can describe what do Christians believe about salvation | * I can explain how Jesus rescued people. * I can explain how the healing stories might be important to Christians. * I can name a number of ways Christians remember Maundy Thursday. | * I can talk about some of the things that are the same and some that are different for Christians in church life. * I can describe the main features of the religious buildings I have visited with reference to signs of ‘salvation’ in the church building. * I can explain how members of the faith community use the church & why they consider it a holy place. * I can explain how Christians understand that they are rescued and suggest why this is important to them. |

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| **Resurrection Expected Outcomes** | | | |
| **EYFS** | **End of KS1** | **End of L KS2** | **End of U KS2** |
| * I can explain Good Friday is a sad day for Christians because Jesus died. * I can explain Easter Day is a happy day for Christians because Jesus is alive. | * I can name and explain at least 2 customs that happen at church at Easter time. I can explain Easter is a happy day for Christians because Jesus is alive. * I can explain why the empty tomb is good news. * I can suggest why the resurrection story is important for Christians | * I can explain all the main details of the story. * I can explain by referring to the Bible text at least 2/3 ways it may have changed Mary. * I can explain all the main details of the two stories. * I can say how the two stories are similar and different. * I can suggest one way the stories might be understood. | * I can explain how the ‘Road to Emmaus’ story teaches Christians about Jesus making reference to the text. * I can give simple arguments for and against the resurrection. * I can say why the resurrection and ascension of Jesus are good news for Christians. * I can explain what hope the resurrection gives to Christians. |

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| **Discipleship Expected Outcomes** | | | |
| **EYFS** | **End of KS1** | **End of L KS2** | **End of U KS2** |
| * I can describe three changes that happened to the disciples after they met Jesus. | * I can describe three changes that happened to Zacchaeus after he met Jesus. * I can explain why promises are made at infant baptism. | * I can explain what might be important in the Bible for Christians to follow. * I can explain why Christians who go on pilgrimage are trying to show their love for God. * I can explain how the Prayer of St Francis help Christians follow Jesus. | * I can explain how God made a covenant with Noah, Abraham and Moses by giving examples from the biblical texts. * I can give examples of the differences between the old and new covenant suggesting why the new covenant is important to Christians. * I can make links with Jesus’ teaching on ‘salt, light and riches’ in the Sermon on the Mount and how it maybe expressed in a Christian’s life. |

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| **Holy Spirit Expected Outcomes** | | | |
| **EYFS** | **End of KS1** | **End of L KS2** | **End of U KS2** |
| * I can say what the Holy Spirit is like. * I can retell the story of Pentecost. | * I can talk about the Holy Spirit and say what happened to the disciples in the Pentecost story. * I can identify some symbols that Christians use to represent beliefs about the Holy Spirit * I can talk about some things in the Bible that make people ask questions about the Holy Spirit. | * I can describe three examples where the Holy Spirit is expressed in symbolic form in art. * I can describe some ideas about who the Holy Spirit is and what the Holy Spirit does. * I can explain why the Holy Spirit is important to Christians. * I can describe how the Holy Spirit is involved in believers’ and infant baptism. | * I can describe the Christian practice of confirmation and suggest how the Holy Spirit might be involved. * I can retell several stories from Acts. I can suggest links between the Holy Spirit and the work of the disciples in these stories. * I can recognise how the holy Spirit might work through the lives of Christians today. |

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| **Creation Expected Outcomes** | | | |
| **EYFS** | **End of KS1** | **End of L KS2** | **End of U KS2** |
| * I can say why I think God thought the world was good in the story. * I can understand that Christians believe that humans should take care of the world. | * I can say why I think God thought the world was good and how Adam and Eve were asked to keep it that way in the story. * I can explain how Adam and Eve’s sin spoilt the world in the story. * I can suggest at least 2 reasons why Christians look after their local environment. * I can suggest reasons why Christians say thank you at Harvest time. | * I can suggest at least 3 ways Christians look after the wider world. * I can suggest 4 reasons why Fair Trade and World Vision do the work they do. * I can describe what Christians might learn from the two creation stories in Genesis. * I can suggest some good questions people ask about creation and compare my answers with others. | * I can talk about some of the different ideas Christians have about sharing world resources and give examples. * I can talk about some of the differing ideas Christians have about the origins of the world. * I can explain why Christians may have differing ideas about how the origins of the world. |