RE Progression of Knowledge and Skills 2026-2027

	FS2 (Exploring)	KS1 (Exploring)		Lower KS2 (Connecting)		Upper KS2 (Connecting)	
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Religions/ World Views Taught	Various Religions	Christianity Judaism Islam	Christianity Hinduism Judaism Sikhism	Christianity Judaism Hinduism Islam	Christianity Islam Judaism Hinduism Humanism	Christianity Judaism Humanism Hinduism	Christianity Islam Humanism
Believing (Religious beliefs, teachings, sources; questions about meaning, purpose and truth)	**F1 Which stories are special and why?** • I can talk about a story that is special to me and say why. • I can listen to and talk about special stories from the Bible. • I can talk about what a Bible story teaches us. **F2 Which people are special and why?** • I can talk about people who are special to me and say why. • I can talk about why Jesus is special to Christians. • I can talk about stories where Jesus shows us how to be a good friend.	**1.1 Who is a Christian and what do they believe?** • I can talk about what Christians believe about God and Jesus. • I can retell a Christian story and say what it teaches Christians. • I can give an example of how Christian beliefs affect how Christians live. **1.3 Who is Jewish and what do they believe?** • I can talk about what Jewish people believe about God. • I can retell a Jewish story and say why it is important. • I can give an example of how Jewish beliefs	**1.1 Who is a Christian and what do they believe?** • I can describe some Christian beliefs about God and Jesus. • I can retell Christian stories and explain what they teach Christians. • I can give examples of how Christian beliefs affect the way Christians live. **1.2 Who is a Muslim and what do they believe?** • I can describe some Muslim beliefs about Allah and the Prophet Muhammad. • I can talk about stories and teachings that are important to Muslims. • I can give examples of how Muslim beliefs	**L2.2 Why is the Bible so important for Christians today?** • **I can** explain why the Bible is important to Christians. • I can describe how Christians use the Bible in their lives. • I can make links between Bible teachings and Christian beliefs and actions. **L2.3 Why is Jesus inspiring to some people?** • I can explain why Jesus is important and inspiring to Christians. • I can describe some of Jesus' teachings and actions. • I can make links between Jesus' teachings and the way Christians live today.	**L2.1 What do different people believe about God?** • I can describe different beliefs about God. • I can compare what different religions teach about God. • I can explain how beliefs about God influence the way people live.	**U2.1 Why do some people think God exists?** • I can describe different ideas about whether God exists. • I can explain some reasons why people believe or do not believe in God. • I can compare different views and give reasons for them. **U2.2 What would Jesus do? (Can we live by the values of Jesus in the twenty-first century?)** • I can explain some of the values and teachings of Jesus. • I can make links between Jesus' teachings and how Christians live today. • I can consider how Jesus' teachings	**U2.3 What do religions say to us when life gets hard?** • I can compare what different religions teach about difficult times in life. • I can explain how religious beliefs may give people hope, meaning and comfort. • I can make connections between beliefs about suffering, life and death and the ways people respond to difficult experiences. • I can consider different religious and non-religious viewpoints and give reasons for my own ideas.

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		affect how Jewish people live. **1.4 What can we learn from sacred books?** • I can name a sacred book and say who it is special to. • I can retell a story from a sacred book. • I can talk about what people can learn from sacred stories. • I can give an example of how a sacred story might help someone decide how to live.	affect the way Muslims live.			might be applied to issues and situations today. **U2.3 What do religions say to us when life gets hard?** • I can describe what different religions teach about difficult times in life. • I can explain how religious beliefs can give people hope and comfort. • I can compare how different beliefs help people respond when life is difficult.	

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Expressing (Religious and spiritual forms of expression; questions about identity and diversity)	**F4 What times are special and why?** • I can talk about times that are special to me. • I can talk about special times and celebrations for religious people. • I can say why some celebrations are special. **F3 What places are special and why?** • I can talk about places that are special to me. • I can recognise some places that are special to religious people. • I can say why some places are special.	**1.6 How and why do we celebrate special and sacred times?** • I can name some special celebrations. • I can talk about how religious people celebrate special times. • I can say why these celebrations are important to people.	**1.5 What makes some places sacred?** • I can name some places that are sacred to religious people. • I can describe some features of a sacred place. • I can explain why sacred places are important to religious people.	**L2.4 Why do people pray?** • I can describe different ways that people pray. • I can explain some reasons why religious people pray. • I can talk about what prayer means to believers.	**L2.5 Why are festivals important to religious communities?** • I can describe how religious communities celebrate festivals. • I can explain why festivals are important to religious communities. • I can make links between festivals, beliefs and traditions. **L2.6 Why do some people think that life is like a journey and what significant experiences mark this?** • I can describe important milestones and ceremonies in people's lives. • I can explain why some people describe life as a journey. • I can compare how different religions mark important stages of life.	**U2.9 What can be done to reduce racism? Can religion help?** • I can explain why racism is wrong and suggest ways people can challenge it. • I can explain how religious beliefs and teachings can encourage people to challenge racism. • I can make links between religious teachings and values such as equality, respect and justice. • I can consider different ways individuals and communities can help reduce racism.	**U2.4 If God is everywhere, why go to a place of worship?** • I can explain why places of worship are important to religious communities. • I can describe how people use places of worship in different ways. • I can compare the importance of worshipping together and worshipping individually. • I can explain how places of worship can help people express and strengthen their beliefs.

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Living (Religious practices and ways of living; questions about values and commitments)	**F5 Being special: where do we belong?** • I can talk about people and groups that I belong to. • I can talk about ways people show that they belong together. • I can recognise that belonging to a religious community is special to some people. **F6 What is special about our world?** • I can talk about things I find special in the world. • I can talk about how people believe the world should be cared for. • I can recognise that some religious people believe the world was created by God.	**1.8 How should we care for others and the world, and why does it matter?** • I can talk about ways we can care for other people. • I can talk about ways we can care for our world. • I can give examples of how religious people show care for others and the world. • I can say why caring for people and the world is important.	**1.7 What does it mean to belong to a faith community?** • I can describe some ways people show they belong to a faith community. • I can give examples of things religious communities do together. • I can explain why belonging to a faith community is important to some people. **1.9 Who is a Hindu and what do they believe?** • I can describe some Hindu beliefs about God. • I can explain some stories, symbols and practices that are important to Hindus. • I can give examples of how Hindu beliefs affect the way Hindus live. **1.10 Who is a Sikh and what do they believe?**	**L2.7 What does it mean to be a Christian in Britain today?** • I can describe some ways Christians show their faith in everyday life. • I can explain how Christian beliefs influence the way Christians live. • I can give examples of how Christians worship, pray and help others. **L2.10 How do family life and festivals show what matters to Jewish people?** • I can describe some Jewish festivals and family traditions. • I can explain why these traditions and celebrations are important to Jewish people. • I can make links between Jewish beliefs and the ways they are shown through family life and festivals.	**L2.8 What does it mean to be a Hindu in Britain today?** • I can describe some ways Hindus show their faith in everyday life. • I can explain how Hindu beliefs influence the way Hindus live. • I can make links between Hindu beliefs, worship and actions. **L2.9 What can we learn from religions about deciding what is right and wrong?** • I can describe some religious teachings about right and wrong. • I can explain how religious beliefs can help people make choices about how to behave. • I can make links between beliefs, values and actions. • I can give reasons for my own ideas about what is right and wrong.	**U2.7 What matters most to Christians and Humanists?** • I can explain some of the values that are important to Christians and Humanists. • I can compare Christian and Humanist ideas about how people should live. • I can make links between beliefs, values and actions. • I can give reasons for similarities and differences between Christian and Humanist views. **U2.10 Green religion? What do religious and non religious worldviews teach about caring for the Earth?** • I can explain what different religious and non-religious worldviews teach about caring for the Earth. • I can make links between beliefs about the world	**L2.10 How do family life and festivals show what matters to Jewish people?** • I can explain how Jewish beliefs are expressed through family life and festivals. • I can make connections between Jewish beliefs, traditions and ways of living. • I can explain why particular traditions and celebrations are important to Jewish people. • I can consider how Jewish people may express their beliefs in different ways. **U2.6 What does it mean to be a Muslim in Britain today?** • I can explain key Muslim beliefs and how they influence daily life.

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			• I can describe some Sikh beliefs about God. • I can explain some stories, symbols and practices that are important to Sikhs. • I can give examples of how Sikh beliefs affect the way Sikhs live.			and how people choose to care for it. • I can compare different views about our responsibility for the Earth. • I can give reasons for my own ideas about why caring for the Earth matters.	• I can make connections between Muslim beliefs, worship and actions. • I can explain different ways Muslims may express their faith in Britain today. • I can consider how faith and belonging can influence a person's identity. **U2.8 What difference does it make to believe in ahimsa (harmlessness), grace and/or ummah (community)?** • I can explain the meanings of ahimsa, grace and ummah. • I can make connections between these beliefs and the ways religious people live. • I can compare how different beliefs influence

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							people's choices and actions. • I can explain why these beliefs may be important to individuals and communities. **U2.11 What does it mean to be a Sikh in Britain today?** • I can explain key Sikh beliefs and how they influence daily life. • I can make connections between Sikh beliefs, practices and actions. • I can explain different ways Sikhs may express their faith in Britain today. • I can consider how Sikh faith and belonging can influence a person's identity.