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| RE Knowledge Progression | | | |
| Curriculum posed Aims | Know about and understand a range of religions and worldviews, so that they can:   * describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals * identify, investigate and respond to questions, and responses offered by some of the sources of wisdom found in religions and worldviews * appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning | Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:   * explain reasonably their ideas about how beliefs, practices and forms of expression influence * individuals and communities * express with increasing discernment their personal reflections and critical responses to questions * and teachings about identity, diversity, meaning and value, including ethical issues * appreciate and appraise varied dimensions of religion. | Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:   * find out about and investigate key concepts and questions of belonging, meaning, purpose and * truth, responding creatively * enquire into what enables different individuals and communities to live together respectfully for * the wellbeing of all * articulate beliefs, values and commitments clearly in order to explain why they may be important in   their own and other people’s lives. |
| Believing | | Expressing | Living |
| Religious beliefs, teachings, sources; questions about meaning, purpose and truth | | Religious and spiritual forms of expression; questions about identity and diversity | Religious practices and ways of living; questions about values and commitments |

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| RE Units | | | | | | | | |
|  | | | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Discovering | | Nursery  (2 Year olds) | * Make connections between the features of their family and other families. * Notice differences between people. * Talk about what they see, using a wide vocabulary. | | | | | |
| Nursery | * Begin to make sense of their own life-story and family’s history. * Continue developing positive attitudes about the differences between people. * Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. | | | | | |
| Reception | F1 Which stories are special and why?   * I know some religious stories * I know some religious words, e.g. about God * I know some of my own feelings in the stories they I * I am able to identify a sacred text e.g. Bible, Qur’an * I know that the Bible is the Christians’ holy book which helps them to understand more about God, and how people and the world work * I know that Jesus teaches about keeping promises and say why keeping promises is a good thing to do. (e.g David the Shepherd Boy (1 Samuel 17); the story of Ruth (book of Ruth in the Bible); Jesus as friend to the friendless (Zacchaeus, Luke 19); making promises (Matthew 21:28–32); saying ‘thank you’ (Ten Lepers Luke 17:11–19). | F2 Which people are special and why?   * I know people who are special to me. * I know what makes my family and friends special to me * I know some of the qualities of a good friend * I know stories of Jesus as a friend to others * I know a story about a special person in Sikhism (and others) and talk about what can be learnt from it (e.g. Guru Nanak, Prophet Muhammad, the Buddha). | F3. What places are special and why?   * I know about somewhere that is special to me, saying why. * I know that some religious people have places which have special meaning for them * I know about the things that are special and valued in a place of worship * I know some significant features of sacred places * I know the names and places of recognising a place of worship (Consider a place of worship for members of another faith e.g. synagogue or mosque.) * I know different special places, such as (Makkah) Mecca for Muslims. * I know and use appropriate words to talk about my thoughts and feelings when visiting a church. | F4. What times are special and why?   * I know examples of special occasions and suggest features of a good celebration * I know simple stories connected with Christmas/Easter and a festival from another faith * I know why Christmas/Easter and a festival from another faith are special times for believers. * I know some major religious festivals and celebrations, e.g. seasonal festivals including Christmas and Easter, and the stories associated with them; Sukkoth; Eid-ul-Adha; Diwali; | F5. Being special: where do we belong?   * I know religious stories and can re‐tell some, making connections with personal experiences * I know how to share and record occasions when things have happened in my life that made me feel special * I know (simply) what happens at a traditional Christian infant baptism and dedication * I know (simply) what happens when a baby is welcomed into Islam. * I know xhow children are welcomed into another faith or belief community e.g. Islam Aqiqah ceremony, whispering of adhan and cutting of hair, Humanist – naming ceremony. | F6. What is special about our world?   * I know (and can talk) about things I find interesting, puzzling or wonderful and also about my own experiences and feelings about the world * I know (and can re‐tell) stories, talking about what they say about the world, God, human beings * I know (can think) about the wonders of the natural world, expressing ideas and feelings * I know (and can express) ideas about how to look after animals and plants * I know (and can talk) about what people do to mess up the world and what they do to look after it * I know simple child-friendly, but authentic version of the biblical creation story, e.g ‘In the beginning’ by Steve Turner. From Islam: ‘Muhammad and the ant’ (talk about caring for animals, looking after pets); ‘Muhammad and the thirsty camel’ (talk about how the camel felt; whether they have ever done something they are sorry for). |
| Exploring | Year 1 | | * 1. Who is a Christian and what do they believe? * I can talk about some simple ideas about Christian beliefs about God and Jesus. I know Christians believe He is e.g. all-powerful, loving, close to every person, forgiving. * I know and can re-tell a story that shows what Christians might think about God and Jesus, in words, drama and pictures, suggesting what it means). * I know stories that show the importance of Jesus to Christians e.g. a parable, a miracle, a teaching of Jesus, birth and death and resurrection of Jesus. * I can talk about issues of good and bad, right and wrong arising from the stories. * I can ask some questions about believing in God and offer some ideas of their own. | | 1.5 What makes some places sacred?   * I can identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used.   A church: altar, cross, crucifix, font, lectern, candles and the symbol of light; plus specific features from different denominations as appropriate: icons, stations of the cross; baptismal pool; pulpit  A synagogue: ark, Ner Tamid, Torah scroll, tzitzit (tassels), tefillin, tallit (prayer shawl) and kippah (skullcap), hanukkiah, bimah  A mosque/masjid: wudu; calligraphy, prayer mat, prayer beads, minbar, mihrab, muezzin.   * I can talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe * I can describe some of the ways in which people use music in worship, and talk about how different kinds of music makes them feel. * I know Christians singing traditional hymns with an organ or using contemporary songs   and instruments to praise God, thank God, say sorry, to prepare for prayer etc; children’s songs to help learn stories; to celebrate at a wedding.   * I can ask good questions during a school visit about what happens in a church, synagogue or mosque. | 1.4 What can we learn from sacred books?   * I know the Bible is a sacred text for Christians. * I know a sacred text for Muslims – Holy Qur’an, and/or Jewish people –Tenakh. * I recognise that sacred texts contain stories which are special to many people and should be treated with respect. * I know stories from the Christian Bible and stories from another faith; suggest the meaning of these stories. * I know some stories Jesus told about what God is like (e.g.‘The lost sheep/Lost coin’ Luke 15) and how to treat each other (e.g. ‘The good Samaritan’ Luke 10). * I know stories from the Jewish sacred text, the Tenakh, which teach about God looking after his people e.g. ‘Joseph and his brothers’ (Genesis 37, 39–48); the story of Moses (book of Exodus); ‘The call of Samuel’ (1 Samuel 3); ‘David and Goliath’ (1 Samuel 17); Jonah (Book of Jonah). * I know stories about Prophet Muhammad (e.g. ‘Muhammad and the hungry stranger’, ‘The thirsty camel’, ‘The sleeping cat’, ‘Muhammad and Bilal’,‘Muhammad and the rebuilding of the Ka’aba’). * I can ask and suggest answers to questions arising from stories Jesus told and from another religion. * I can talk about issues of good and bad, right and wrong arising from the stories. | 1.7 What does it mean to belong to a faith community?   * I know some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers. * I can know what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean. * I know two ways people show they belong to each other when they get married. * I can respond to examples of co-operation between different people * I know the idea that everyone is valuable and how Christians show this through infant baptism and dedication, finding out what the actions and symbols mean. * I know about a welcoming ceremony from another religion e.g. Judaism:naming ceremony for girls – brit bat or zeved habat; Islam: Aqiqah. * I know how people can show they belong with another person, for example, through the promises made in a wedding ceremony, through symbols (e.g. rings, gifts; standing under the chuppah in Jewish weddings). * I know about and can compare the promises made in a Christian wedding with the Jewish ketubah(wedding contract). | |
| Year 2 | | 1.2 Who is a Muslim and what do they believe?   * I can talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah. * I know a story about the life of the Prophet Muhammad. * I know one of the beliefs that Muslims hold about God e.g. tawhid. * I know stories that help to show how Muslims think of God (Allah) and how following God shows them ways to behave e.g. ‘Muhammad and the cat’, ‘The story of the two brothers’, ‘The crying camel’. * I know some objects used by Muslims and suggest why they are important. * I know some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel. | | 1.8 How should we care for others and the world, and why does it matter?   * I know that each person is unique and important, using e.g. Christian teachings that God values everyone (Matthew 6.26); Jesus blesses the children (Matthew 19, Mark 10, Luke18); Psalm 8 (David praises God’s creation and how each person is special in it). * I know that some religions believe that serving others and supporting the poor are important parts of being a religious believer e.g. Zakat, alms giving, in Islam; tzedekah (charity) in Judaism. * I know stories about how some people have been inspired to care for people because of their religious beliefs e.g. Mother Teresa, Dr Barnardo, Sister Frances Dominica; people known in the local area. * I can re-tell Bible stories and stories from another faith about caring for others and the world. * I can identify ways that some people make a response to God by caring for others and the world. * I can talk about issues of good and bad, right and wrong arising from the stories. * I can talk about some texts from different religions that promote the ‘Golden Rule’, and think about what would happen if people followed this idea more. * I can use creative ways to express their own ideas about the creation story and what it says about what God is like. | 1.6 How and why do we celebrate special and sacred times?   * I know some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion. * I know stories connected with Christmas/ Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers. * I can ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion. * I know what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers. | * 1. Who is Jewish and what do they believe? * I know some Jewish beliefs about God (some Jewish people write G-d, because they do not want the name of God to be erased or defaced) – as expressed in the Shema i.e. God is one, creator and cares for all people. * I know about how the mezuzah in the home reminds Jewish people about God. * I know how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat. * I know a story that shows what Jewish people at the festivals of Sukkot, Chanukah or Pesach might think about God, suggesting what it means. * I can ask some questions about believing in God and offer some ideas of their own. | |
| Connecting | Year 3 | | L2.1 What do different people believe about God?   * I know some of the ways in which Christians   Hindus and/or Muslims describe God.   * I can ask questions and suggest some of their own responses to ideas about God * I know why having a faith or belief in something can be hard. * I know how and say why it makes a difference in people’s lives to believe in God. * I know how Christians think of God as Trinity – Father, Son and Holy Spirit; the 99 Names of Allah; or Hindu beliefs about the Trimurti – Brahma (creator), Vishnu (preserver), Shiva (destroyer). | | L2.3 Why is Jesus inspiring to some people?   * I can make connections between some of Jesus’ teachings and the way Christians live today. * I know how Christians celebrate Holy Week and Easter Sunday. * I know the most important parts of Easter for Christians and say why they are important * I know simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter | L2.5 Why are festivals important to religious communities?   * I can make connections between stories, symbols and beliefs with what happens in at least two festivals * I can ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid) * I know similarities and differences in the way festivals are celebrated within and between religions. * I can explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives. * I know the meanings of the stories behind key religious festivals, e.g Christmas, Easter, Pentecost, Harvest in Christianity, Diwali in Hinduism, Pesach, Rosh Hashanah and Yom Kippur in Judaism, Eid in Islam. * I know how believers express the meaning of religious festivals through symbols, sounds, actions, story and rituals. | L2.7 What does it mean to be a Christian in Britain today?   * I know some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings. * I know some ways in which Christian express their faith through hymns and modern worship songs. * I know at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes. * I can discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others. * I know the objects might you find in a Christian’s home and why? E.g. Bible, cross/crucifix, palm cross, pictures of Jesus or the holy family (Mary, Joseph and Jesus), Christian magazines, CDs of Christian music, some Bible verses on the fridge. * I know what kinds of things would Christian families do during the week? E.g. grace before meals, family prayers and Bible reading, private prayer and Bible reading, giving money to charity. | L2.8 What does it mean to be a Hindu in Britain today?   * I know what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life * I know some ways in which Hindus express their faith through puja, aarti and bhajans. * I know at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes. * I can discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others. |
| Year 4 | | L2.2 Why is the Bible so important for Christians today?   * I can make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation. * I know examples of how and suggest reasons why Christians use the Bible today. * I know some ways Christians say God is like, with examples from the Bible, using different forms of expression. * I can discuss my own and others’ ideas about why humans do bad things and how people try to put things right. * I know that for Christians, the Bible tells them about what God is like. It also tells a ‘big story’ of God’s dealings with human beings: God loves humans and created a wonderful world for people (creation); humans disobey God and go their own way (‘the Fall’); God sends his Son, Jesus (incarnation) to save people – to bring them back to God (salvation). This story explains why Christians think they need to say sorry to God, why they try to follow Jesus, and why they are grateful to God for sending Jesus. * I know why Christians think the Bible is still important because it tells them about how to live, and why they should follow God. | | L2.4 Why do people pray?   * I can describe the practice of prayer in the religions studied. * I know what people believe about prayer and what they do when they pray. * I know ways in which prayer can comfort and challenge believers. * I know some similarities and differences between how Christians, Muslims and Hindus pray. * I know some of the meanings of the words of key prayers in three religions – e.g. the Muslim First Surah of the Qur’an, the Christian Lord’s Prayer and the Hindu Gayatri Mantra. * I know that Hindus, Muslims and Christians pray in many different ways, both using set forms of words and more spontaneously, and the three religions believe similar and different ideas about how God hears prayers. | L2.6 Why do some people think that life is a journey and what significant experiences mark this?   * I know why some people see life as a journey and identify some of the key milestones on this journey. * I know what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean. * I know some reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people. * I can link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief. | L2.9 What can we learn from religions about deciding what is right and wrong?   * I know examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions. * I can make connections between stories of temptation and why people can find it difficult to be good. * I can give examples of ways in which some inspirational people have been guided by their religion. * I know my own and others’ ideas about how people decide right and wrong * I know about the lives of some inspirational religious individuals (e.g. Desmond Tutu, Martin Luther King Jr).. | |
| Year 5 | | U2.1 Why do some people believe God exists?   * I can clearly outline a Christian understanding of what God is like, using examples and evidence. * I know some ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging (B2). * I can express thoughtful ideas about the impact of believing or not believing in God on someone’s life. * I can present different views on why people believe in God or not, including my own ideas. | | U2.2 What would Jesus do? Can we live by the values of Jesus in the twenty-first century?   * I can outline Jesus’ teaching on how his followers should live. * I can offer interpretations of two of Jesus’ parables and say what they might teach Christians about how to live. * I can explain the impact Jesus’ example and teachings might have on Christians today. * I can express my own understanding of what Jesus would do in relation to a moral dilemma from the world today. | U2.4 If God is everywhere, why go to a place of worship?   * I can make connections between how believers feel   about places of worship in different traditions.   * I know the most important functions of a place of worship for the community. * I know examples of how places of worship support   believers in difficult times, explaining why these matters to believers.   * I know ideas about the importance of people in a   place of worship, rather than the place itself. | U2.6 What does it mean to be a Muslim in Britain today?   * I can make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad. * I know the significance of the Holy Qur’an to Muslims. * I can describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils. * I can make connections between the key functions of the mosque and the beliefs of Muslims. * I know the practice, meaning and significance of the Five Pillars of Islam as an expression of ibadah (worship and belief in action). Shahadah (belief in one God and his Prophet); salat (daily prayer); sawm (fasting); zakat (alms giving); hajj (pilgrimage). | |
| Year 6 | | U2.3 What do religions say to us when life gets hard?   * I know some of the key features of places of worship: e.g. some differences between Anglican and Baptist churches; mandir; differencesbetween an Orthodox and a Reform synagogue. * I can make connections between how believers feel about places of worship in different traditions. * I know the most important functions of a place of worship for the community. * I know how places of worship support believers in difficult times, explaining why this matters to believers. * I can present ideas about the importance of people in a place of worship, rather than the place itself. | | U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity?   * I can describe and make connections between examples of religious creativity (buildings and art). * I know the value of sacred buildings and art. * I know what people believe about God (e.g. cathedrals and mosques might express ideas of greatness and perfection of God; actions might suggest that God is concerned with justice). * I know reasons why some believers see generosity and charity as more important than buildings and art. * I can apply ideas about values and from scriptures to the title question. | U2.7 What matters most to Christians and Humanists?   * I know how Jesus expects his followers to behave through the story of the good Samaritan (Luke 10:25–37) and Jesus’ attitude on the cross (Luke 23:32–35). Jesus talks about actions as fruit. What does he mean? If a person’s intentions are bad, can their actions produce good fruit? * I can describe what Christians mean about humans being made in the image of God and being ‘fallen’, giving examples. * I can describe some Christian and Humanist values simply. * I can express their own ideas about some big moral concepts, such as fairness, honesty etc., comparing them with the ideas of others they have studied. * I know reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view | U2.8 What difference does it make to believe in ahimsa (harmlessness), grace, and/or Ummah (community)?   * I know the challenges of being a Hindu, Christian or Muslim in Britain today. * I can make connections between beliefs and behaviour in different religions. * I can make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions. * I can consider similarities and differences between beliefs and behaviour in different faiths. * I know that for Hindus being harmless means, for example, no violence, eating no meat and wearing no leather; find out how ahimsa links to ideas of karma and reincarnation. * I know how Gandhi practised ahimsa in the liberation of India; if people believed in ahimsa, what difference would it make to farming, supermarkets, your meals, community relations, international relations? Why doesn’t everybody believe in being harmless? | |