

Knowledge and Skill Progression: Religious Education

RE Knowledge Progression			
Curriculum Aims	<p>Know about and understand a range of religions and worldviews, so that they can:</p> <ul style="list-style-type: none"> 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 	<p>Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:</p> <ul style="list-style-type: none"> 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. 	<p>Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:</p> <ul style="list-style-type: none"> 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

RE Units						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<ul style="list-style-type: none"> 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. 					

	<p>Reception</p>	<p>F1 Which stories are special and why?</p> <ul style="list-style-type: none"> • I know some religious stories • I know some religious words, e.g. about God • I know some of my own feelings in the stories • I am able to identify a sacred text e.g. Bible, Qur'an • I know that the Bible is the Christians' holy book • I know that Jesus teaches about keeping promises and say why keeping promises is a good thing to do. 	<p>F2 Which people are special and why?</p> <ul style="list-style-type: none"> • 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). 	<p>F3. What places are special and why?</p> <ul style="list-style-type: none"> • 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 	<p>F4. What times are special and why?</p> <ul style="list-style-type: none"> • 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; 	<p>F5. Being special: where do we belong?</p> <ul style="list-style-type: none"> • 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 how children are welcomed into another faith or belief 	<p>F6. What is special about our world?</p> <ul style="list-style-type: none"> • 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
--	------------------	--	---	---	--	--	---

				as (Makkah) Mecca for Muslims.		community e.g. Islam Aqiqah ceremony, whispering of adhan and cutting of hair, Humanist – naming ceremony.	what they do to look after it.
Year 1	What does it mean to belong to a faith community? Living- Human and social sciences	How and why do we celebrate special and sacred times? Expressing- Philosophy	Who is a Christian and what do they believe? Believing – Theology	How and why do we celebrate special and sacred times? Expressing- Philosophy	What makes some places sacred? Expressing- Philosophy	Who is a Hindu and how do they live? Living- Human and social sciences	
	Recognise and name 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 (A3). Respond to examples of co-operation between different people (C2)	Identify some ways Christians celebrate Christmas and how Hindus and Sikhs celebrate Diwali. Re-tell stories connected with Christmas and Diwali and say why these are important to believers (A2). Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival ☐ in another religion (B1).	Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means (A2). Talk about issues of good and bad, right and wrong arising from the stories (C3).	Identify some ways Christians celebrate Easter. Re-tell stories connected with Easter and say why these are important to ☐ believers (A2).	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 (A3). Describe some of the ways in which people use music in worship, and talk about how different kinds of music makes them feel (C1).	Express creatively their own responses to the stories and celebrations studied, talking about what they have learned. (C1)	

Year 2	How should we care for others and the world, and why does it matter? Living- Human and social sciences	Who is a sikh? how do they live? Living- Human and social sciences	What can we learn from sacred books? Believing – Theology	Who is a Muslim and what do they believe? (Ramadan and Eid) Believing – Theology	What does it mean to belong to a faith community? Living- Human and social sciences		
	<p>Identify ways that some people make a response to God by caring for others and the world (B1).</p> <p>Use creative ways to express their own ideas about the creation story and what it says about what God is like (C1).</p>	<p>Describe what happens in a gurdwara, using some correct words (A1).</p> <p>Ask and respond to questions about being a Sikh, saying what difference it makes to someone’s life (B1)</p> <p>Talk about some ideas of what is good about treating people equally and serving others (C1)</p>	<p>Recognise that sacred texts contain stories which are special to many people and should be treated with respect (B3).</p> <p>Talk about issues of good and bad, right and wrong arising from the stories (C3).</p>	<p>Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah (A1).</p> <p>Re-tell a story about the life of the Prophet Muhammad (A2).</p> <p>Recognise some objects used by Muslims and suggest why t Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might</p>	<p>Recognise and name 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 (A3).</p> <p>Respond to examples of co-operation between different people (C2)</p>		

					make them feel (B1). hey are important (A2).	
Year 3	Believing 2.1 What do different people believe about God?	Living How do Buddhists live their life? Living What does it mean to be a Buddhist in Britain today?	Expressing 2.4 Why do people pary?			
	<p>Describe some of the ways in which Christians and Hindus describe God (A1).</p> <p>Ask questions and suggest some of their own responses to ideas about God (C1).</p> <p>Suggest why having a faith or belief in something can be hard (B2). ☒</p> <p>☒ Identify how and say why it makes a difference in people's lives to</p>	<p>Describe some of the ways in which Muslims describe God (A1).</p> <p>Ask questions and suggest some of their own responses to ideas about God (C1).</p> <p>Suggest why having a faith or belief in something can be hard (B2). ☒</p> <p>☒ Identify how and say why it makes a difference in people's lives to believe in God (B1).</p>	<p>Recognise the four principal stages of the buddha's life.</p> <p>Ask and suggest answers to questions such as why was Prince Siddhartha shocked when he saw the first three sights?</p> <p>Recognise and discuss some of the key teachings of the Buddha such as the three kinds of good action.</p>	<p>Name and reflect on the 3 main divisions of the Noble Eightfold Path.</p> <p>Suggest at least 2 reasons why being a Buddhist is a good thing in Britain today and 2 reasons why it might be hard.</p> <p>Recognise the difference between monks and lay Buddhists.</p> <p>Explain what the key elements of a Buddhist shrine mean.</p>	<p>Describe the practice of prayer in the religions studied (A2).</p> <p>Make connections between what people believe about prayer and what they do when they pray (A3).</p> <p>Describe ways in which prayer can comfort and challenge believers (B2).</p> <p>Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray (B3).</p>	

		believe in God (B1).			Consider why the Buddha Rupa is important to Buddhists.		
Year 4	What does it mean to be a Hindu in Britain? Living- Human and social sciences	Why are festivals important for religious communities? Expressing- Philosophy	Why do some people think life is a journey? Expressing - Philosophy	Why is Jesus inspiring to some people? Believing – Theology	What can we learn from religions about right and wrong? Living- Human and social sciences		
	Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life (A1). Describe some ways in which Hindus express their faith through puja, aarti and bhajans (A2) Discuss links between the actions of Hindus in helping others and ways in	Make connections between stories, symbols and beliefs with what happens in at least two festivals. Ask questions and give ideas about what matters most to believers in festivals (Easter and Eid) Identify similarities and differences in the way festivals are celebrated within and between religions. Explore and suggest ideas about what is worth celebration and remembering in religious communities and in their own lives.	Suggest why some people see life as a journey and identify some of the key milestones on this journey (A2). Describe what happens in Christian, Jewish, and Hindu ceremonies of commitment and say what these rituals mean (A3). Suggest reasons why marking the milestones of life are important to Christians, Hindus and Jewish people (B2). Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief (C1).	☑ Describe how Christians celebrate Holy Week and Easter Sunday (A1). ☑ Identify the most important parts of Easter for Christians and say why they are important (B1). ☑ Give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter (A2).	Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions (B1). ☑ Make connections between stories of temptation and why people can find it difficult to be good (A2). ☑ Give examples of ways in which some inspirational people have been guided by their religion (B1). ☑ Discuss their own and others' ideas about how people		

		which people of other faiths and beliefs, including pupils themselves, help others (C2).				decide right and wrong (C3).
Year 5	What does it mean to be a Sikh in Britain today? Living-Human and Social sciences	What would Jesus do? Believing - Tehjology	Why do some people believe God exists? Believing - Theology	Is it better to express your religion in art or charity and generosity? Expressing - Philosphy	Living 2.8 Why difference does it make to believe in Alumsa Grace and Ummah? Living – Human and social sciences	
	Make connections between the lives of at least one of the Gurus and some actions Sikhs take today (A1). Describe and reflect on the significance of the Guru Granth Sahib to Sikhs (B1).	Outline Jesus' teaching on how his followers should live (A2). ☐ Offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live (B3). ☐ Explain the impact Jesus' example and teachings might have on Christians today (B1).	Outline clearly a Christian understanding of what God is like, using examples and evidence (A2). Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging (B2). Express thoughtful ideas about the	Describe and make connections between ☐ examples of religious creativity (buildings and art) (A1). Show understanding of the value of sacred buildings and art (B3). Suggest reasons why some believers see generosity and charity as more important than buildings and art (B2).	Make connections between beliefs and ☐ behaviour in different religions (A1). ☐ Outline the challenges of being a Hindu, Christian or Muslim in Britain today (B2). ☐ ☐ Make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions (A1). Consider similarities and differences between beliefs and behaviour in different faiths (B3).	

		<p>Describe the forms of guidance a Sikh uses and compare them to forms of guidance experienced by the pupils (A2).</p> <p>Explain why equality, service and honest work are so important to Sikhs and apply these ideas to what matters in the local area and the wider world today (C3).</p>	<p>Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today (C3).</p>	<p>impact of believing or not believing in God on someone's life (B1).</p> <p>Present different views on why people believe in God or not, including their own views. (C1)</p>	<p>Apply ideas about values and from scriptures to the title question (C2).</p>	
Year 6	<p>What does it mean to be a Muslim in Britain today?</p> <p>Living- Human and social sciences</p>	<p>What matters most to Christians and Humanists?</p> <p>Living- Human and social sciences</p>	<p>What do religions say to use when life gets hard?</p> <p>Believing – Theology</p>	<p>If God is everywhere why go to a place of worship?</p> <p>Expressing - Philosophy</p>		

	<p>Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad (A2).</p> <p>Describe and reflect on the significance of the Holy Qur'an to Muslims (B1).</p> <p>Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils (A2).</p> <p>Make connections between the key functions of the mosque and the beliefs of Muslims (A1)</p>	<p>Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples (A2).</p> <p>Describe some Christian and Humanist values simply (B3).</p> <p>Express their own ideas about some big moral concepts, such as fairness, honesty etc., comparing them with the ideas of others they have studied (C3).</p> <p>Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view (B2).</p>	<p>Express ideas about how and why religion can help believers when times are hard, giving examples (B2).</p> <p>Outline Christian, Hindu and/or non- religious beliefs about life after death (A1).</p> <p>Explain some similarities and differences between beliefs about life after death (B2).</p> <p>Explain some reasons why Christians and Humanists have different ideas about an afterlife (B3).</p>	<p>Make connections between how believers feel about places of worship in different traditions (A3).</p> <p>Select and describe the most important functions of a place of worship for the community (B3).</p> <p>Give examples of how places of worship support believers in difficult times, explaining why this matters to believers (B2).</p> <p>Present ideas about the importance of <i>people</i> in a place of worship, rather than the <i>place</i> itself (C1)</p>
--	--	---	---	--

