

Religious Education – Skills and Knowledge Progression

RE.	KSI	LKS2	UKS2
<p><b>Know about &amp; Understand</b> A1. Describe, explain and analyse beliefs, and practices, recognising the diversity which exists within and between communities.</p>	<p>Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.</p>	<p>Describe the key beliefs or teachings of the religions studied, making <b>some</b> comparisons between religions. Expand on knowledge from KSI. Compare the main festivals of the world religions. Refer to religious figures and holy books.</p>	<p>Describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life in order to reflect thoughtfully on their ideas.</p>
<p><b>Know about &amp; Understand</b> A2. Identify, investigate and respond to questions posed by, and responses offered by some of the sources of wisdom found in religions and world views.</p>	<p>Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come.</p>	<p>Explore the expression of beliefs through holy books, scriptures, art and other means of communication. Explain the meaning of religious stories, sources of wisdom and the traditions from which they derive from.</p>	<p>Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.</p>
<p><b>Know about &amp; Understand</b> A3. Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.</p>	<p>Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.</p>	<p>Identify some religious symbolism in different forms of art and communication. Explore a range of beliefs, symbols and actions to express meaning.</p>	<p>Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.</p>
<p><b>Express and Communicate</b> B1. Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities.</p>	<p>Ask and respond to questions about what communities do, and why, so that they can identify what difference belonging to a community might make.</p>	<p>Look at concepts of belonging, identity and meaning. Explore what belonging to a religion might look like. Begin to discuss their own and others' views. Explore and discuss pilgrimages as part of religious life.</p>	<p>Observe and understand varied examples of religions and world views so that they can explain, with reasons, their meanings and significance to individuals and communities.</p>
<p><b>Express and Communicate</b> B2. Express with increasing discernment their personal reflections and critical</p>	<p>Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.</p>	<p>Make links to express identity and belonging, including links to religious groups they may belong to. Notice and respond sensitively to different views.</p>	<p>Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be</p>

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responses to questions and teachings about identity, diversity, meaning and value.			valuable, both in the diverse communities being studied and in their own lives.
<i><b>Express and communicate</b></i> B3. Appreciate and appraise varied dimensions of religion.	Notice and respond sensitively to some similarities between different religions and world views.	Explore how an appreciation of religion plays an important role in the lives of religious individuals. Explore similarities and differences between people of <b>different</b> religions and show respect towards those differences.	Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and world views.
<i><b>Gain &amp; deploy skills</b></i> C1. Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively.	Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.	Make links to expressing identity and belonging, including links to communities they may belong to. Express own ideas through music, art and poetry. Respond to other's in a sensitive and respectful manner.	Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own thoughtfully in different forms including (e.g.) reasoning, music, art and poetry.
<i><b>Gain &amp; deploy skills</b></i> C2. Enquire into what enables different communities to live together respectfully for the wellbeing of all.	Find out about and respond with ideas to examples of co-operation between people who are different.	Offer suggestions about why religious and non-religious leaders (and followers) have acted the way they have and what impact this may have had.	Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect.
<i><b>Gain &amp; deploy skills</b></i> C3. Articulate beliefs, values and commitments clearly in order to explain reasons why they may be important in their own and other people's lives.	Find out about questions of right and wrong and begin to express their ideas and opinions in response.	Ask questions that have no agreed answers, and offer suggestions as answers to those questions. Understand that personal experiences and feelings can influence their attitudes and actions.	Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.

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	EYFS – Aut 1 & 2	Spring 1 – 2	Summer 1 – 2
<b>Knowledge</b>	<p><u>DS – What is special about our world?</u></p> <ul style="list-style-type: none"> <li>• To talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world.</li> <li>• To re-tell stories, talking about what they say about the world, God, human beings.</li> <li>• To think about the wonders of the natural world, expressing ideas and feelings.</li> <li>• To express ideas about how to look after animals and plants.</li> <li>• To talk about what people do to mess up the world and what they do to look after it.</li> </ul> <p><u>Incarnation – UCR (FS) Outcomes</u></p> <ul style="list-style-type: none"> <li>• To know that Christians believe that God came to Earth in the human form as Jesus.</li> <li>• To know that Christians believe Jesus came to show that all people are precious and special to God.</li> <li>• I know <b>at least</b> two stories from the Bible and re-tell them from the bible.</li> </ul>	<p><u>DS – Which times are special and why?</u></p> <ul style="list-style-type: none"> <li>• To give examples of special occasions and suggest features of a good celebration.</li> <li>• To recall simple stories connected with Christmas/ Easter and a festival from another faith.</li> <li>• To say why Christmas/Easter and a festival from another faith is a special time for Christians/ members of the other faith.</li> </ul> <p><u>Salvation – UCR (FS) Outcomes</u></p> <ul style="list-style-type: none"> <li>• To know that Christians remember Jesus' last week on earth at Easter.</li> <li>• To know that Jesus' name means 'He saves'.</li> <li>• To know that Christians believe Jesus come to show God's love.</li> <li>• To know Christians try to show love to others.</li> </ul>	<p><u>Creation – UCR (FS) Outcomes</u></p> <ul style="list-style-type: none"> <li>• To know the word 'God' is a name.</li> <li>• To know Christians believe God is the creator of the universe.</li> <li>• To know Christians believe God made our wonderful world so we should look after it.</li> <li>• To know Islam is a religion.</li> <li>• To know what makes religious places of worship special.</li> </ul> <p><u>DS – Which times are special and why?</u></p> <ul style="list-style-type: none"> <li>• To give examples of special occasions and suggest features of a good celebration.</li> <li>• To recall simple stories connected with Christmas/ Easter and a festival from another faith.</li> <li>• To say why Christmas/Easter and a festival from another faith is a special time for Christians/ members of the other faith.</li> </ul>
<b>Vocabulary</b>	<p>beauty, Christian, creation, differences, God, human, life cycles, nature, similarities, special, wonder, Islam, Muhammad</p> <p>Bethlehem, Christ, Emmanuel, God's image, Holy Spirit, incarnation, magi, Mary, poverty, precious, shepherds. Son of God, temple, treasured.</p>	<p>Baptism, Christians, Christening Christmas, church, Easter, Festivals, Jesus, special</p> <p>Bible, Crosses, Disciples, Easter, Gospels, Jerusalem, Jesus, Palm leaves, Palm Sunday, Salvation.</p>	<p>Beauty, Caretakers, Christians, Creation, Creator, Genesis, Life, Spirit, Universe, Wisdom.</p> <p>Celebrate, Christmas, Differences, Diwali, Easter, Eid-ul-Adha, Faith, Festivals, Jesus, Similarities, Sukkot</p>

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	Year 1 – Aut 1 & 2	Spring 1 – 2	Summer 1 – 2
<b>Knowledge</b>	<p><u>God – UCR 1.1 Outcomes</u></p> <ul style="list-style-type: none"> <li>To know what a parable is.</li> <li>To retell story of the Lost Son from the Bible (simply) and recognise the concept of God as a forgiving father.</li> <li>To give a simple account of what the story means to Christians.</li> <li>To verbalise least two examples of how Christians show their belief in God as loving and forgiving e.g. by saying sorry.</li> <li>To give an example of how Christians put their beliefs into practice in worship e.g. by saying sorry to God.</li> <li>To verbalise and ask questions about what I can learn from the story for myself.</li> </ul> <p><u>Incarnation – UCR 1.3 Outcomes</u></p> <ul style="list-style-type: none"> <li>To know how to verbalise a clear, simple account of the story of Jesus' birth and why Jesus is so important for Christians.</li> <li>To know that stories of Jesus' life come from the Gospels.</li> <li>To give examples of the ways in which Christians use the story of the Nativity.</li> <li>To explain what guides the beliefs and actions of Christians at Christmas.</li> <li>To say what they are thankful for at Christmas.</li> <li>To think, talk and ask questions about the Christmas story.</li> <li>To respond to questions generated about the Christmas story.</li> </ul>	<p><u>DS – KQ: What makes some places sacred?</u></p> <ul style="list-style-type: none"> <li>I can recognise that there are special places where people go to worship and talk about what people do there. (A1)</li> <li>To identify that there are special places where people go to worship and be able to say something about what they mean and how they are used (A3)</li> <li>To identify at least 3 objects used in worship in two religions. (A3).</li> <li>To identify special objects and symbols found in a place where people worship and what they mean or how they are used. (A3)</li> <li>To ask questions about what happens in a place of worship (this can be in a place of worship) (B1).</li> <li>To talk about ways in which stories, objects, symbols and actions uses in places of worship show what people believe. (B2)</li> <li>To describe some ways which religious groups use music in worship. (C1)</li> <li>To discuss how different types of music make them feel. (C1)</li> </ul> <p><u>Salvation – UCR 1.5 Outcomes</u></p> <ul style="list-style-type: none"> <li>To recognise that Incarnation and Salvation are part of the 'big story' of the Bible.</li> <li>To retell stories of Holy Week and Easter from the Bible and identify the link with the idea of Salvation (Jesus rescuing people).</li> <li>To recognise that Jesus gives instructions about how to behave.</li> <li>To list <b>three</b> examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter.</li> <li>To think, talk and ask questions about key themes within the story of Easter.</li> </ul>	<p><u>Creation – UCR 1.2 Outcomes</u></p> <ul style="list-style-type: none"> <li>To retell the story of creation from Genesis 1:1-2:3 simply.</li> <li>To recognise that 'Creation' is the beginning of the 'big story' of the Bible.</li> <li>To say what the story tells Christians about God, Creation and the world.</li> <li>To give at least one example of what Christians do to say thank you to God for the Creation.</li> <li>To think, talk and ask questions about living in a n amazing world.</li> </ul> <p><u>DS – KQ: What does it mean to belong to a faith community?</u></p> <ul style="list-style-type: none"> <li>To 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)</li> <li>To give an account of what happens at a traditional infant baptism/ dedication and suggest what the actions and symbols mean. (A1)</li> <li>To identify two ways people show they belong to each other when they get married. (A1)</li> <li>To show an awareness that some people belong to different religions (B1)</li> <li>To talk about what is special and of value about belonging to a group that is important the them. (B2).</li> <li>To identify similarities and differences between the ceremonies studied. (B3)</li> <li>To respond to examples of co-operation between different people. (C2).</li> </ul>

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		<ul style="list-style-type: none"> <li>To discuss the themes of sadness, hope and heaven, exploring each other's ideas.</li> <li>I can think, talk and ask questions about whether the text has something to say to me about whether forgiveness is important.</li> </ul>	
Vocabulary	Bible, Christians, Forgiving, God, Gospel, Hebrews, Israel, Jonah, Judaism, Obedience, Old Testament, Parable, Vicar, Worshipping.	Allah, Altar, Baptismal pool, Calligraphy, Candles, Church, Cross, Crucifix, Font, Holy, Icons, Islam, Kaaba, Lectern, Mihrab, Mosque, Muezzin, Muslim, Prayer mat, Religions, Sacred, Stations of the cross, Symbols, Wudu.	Believers, Bible, Big Story, Christians, Creation Creator, Genesis, Harvest, Hindu, Jew, Muslim, Nature, Prayers, Reflect, Respect, Sabbath, Universe.
	Advent, Bethlehem, Carol, Christians, Christmas, Gabriel, Gospels (Matthew and Luke), Herod, Incarnation, Jesus, Joseph, Manger, Mary, Nazareth, New Testament, Old Testament, Shepherds.	Bible, Creation, Easter, Eid-ul-Fite, Exodus, Fasting, God, Good Friday, Gospels, Grateful, Holy Week, Humanity, Incarnation, Islam, Jerusalem, Jew, Lent, Meditating, Muslim, Palm Sunday, Pesach, Resurrection, Salvation, Sukkot.	Aqiqah (Islam), Baptism, Baptismal candles, Belonging, Brit Milah (Judaism), Ceremony, Charity, Christening cloths, Christian Aid, Christianity, Community, Dedication, Hymn, Islamic Relief, Judaism, Prayer, Religion, Values, Wedding, Welcoming ceremony.

	Year 2 – Aut 1 & 2	Spring 1 – 2	Summer 1 – 2
<b>Knowledge</b>	<u>DS – KQ: Who is Jewish and what do they believe?</u> <ul style="list-style-type: none"> <li>To talk about the fact that Jewish people believe in God (A1).</li> <li>To recognise that some Jewish people remember God in different ways (e.g. mezuzah, on Shabbat) (A3).</li> <li>To talk about how the mezuzah in the home reminds Jewish people about God (A3).</li> <li>To re-tell a story that shows what Jewish people at the festivals of Sukkot, Chanukah or Pesach might think about God, suggesting what it means (A2).</li> <li>To talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat (B1).</li> <li>To ask some questions about believing in God and offer some ideas of their own (C1).</li> </ul>	<u>DS – KQ: Who is a Muslim and what do they believe?</u> <ul style="list-style-type: none"> <li>To talk about the fact that Muslims believe in God (Allah) and follow the example of the Prophet Muhammad identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr (A1).</li> <li>To recognise that Muslims do not draw Allah or the Prophet, but use calligraphy to say what God is like (A3).</li> <li>To talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah (A1).</li> <li>To re-tell a story about the life of the Prophet Muhammad (A2)</li> <li>To recognise some objects used by Muslims and suggest why they are important (A2).</li> <li>To identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel (B1).</li> </ul>	<u>Creation – UCR 1.2 Outcomes (Digging Deeper)</u> <ul style="list-style-type: none"> <li>To retell the story of creation from Genesis 1:1–2:3 simply.</li> <li>To say what the story tells Christians about God, creation and the world.</li> <li>To give at least two examples of what Christians do to look after the world for God.</li> <li>To think, talk and ask questions about living in an amazing world.</li> </ul> <u>Gospel – UCR 1.4 Outcomes</u> <ul style="list-style-type: none"> <li>To tell stories from the Bible and recognise a link with a concept of 'Gospel' or good news.</li> <li>To give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians.</li> <li>To recognise that Jesus gives instructions to people about how to behave.</li> </ul>

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	<u>God – UCR I.1 Outcomes (Digging Deeper)</u> <ul style="list-style-type: none"> <li>To tell the key points of the story of Jonah from the Bible, and recognise a link with the concept of God.</li> <li>To give clear, simple accounts of what the text means to Christians.</li> <li>To give an example of a way in which Christians use the story of Jonah to guide their beliefs about God, for example, seeing God as Lord, i.e. in control of events and being fair: God wants to save the people of Nineveh</li> <li>To give at least two examples of how Christians put their beliefs into practice in worship: for example, using the story in church, in art.</li> <li>To think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas.</li> </ul>	<u>Salvation – UCR I.5 Outcomes (Digging Deeper)</u> <ul style="list-style-type: none"> <li>To recognise that God, Incarnation, Gospel and Salvation are part of the 'big story' of the Bible</li> <li>To tell stories of Holy Week and Easter and make a link with the idea of Salvation (Jesus rescuing people).</li> <li>To recognise that Jesus gives instructions about how to behave.</li> <li>To give at least three examples of how Christians show their beliefs about Jesus as saviour in church worship.</li> <li>To think, talk and ask questions about whether the text has something to say to them (for example, about whether forgiveness is important), exploring different ideas.</li> </ul>	<ul style="list-style-type: none"> <li>To give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless.</li> <li>To give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession).</li> <li>To think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn, exploring different ideas.</li> </ul>
Vocabulary	Synagogue, Mezuzah, Chsnukah, Shema, Precious, Seder plate, Kosher, Shabbat shalom, Dreidel, Chanukiah, Menorah, Tawhid, Tzedekah, Mantle, Yad, Hebrew Slaves, Golden rule, Mysterious.	Burqa, Charity, Creator, Eid, Eid-ul-Fitr, Faith, Five pillars, Geometric, Halal, Hijab, Minaret, Mosque, Prophet, Qur'an, Ramadan, Shahadah.	Believers, Bible, Big Story, Campaign, Christians, Creation Creator, Environment, Genesis, God, Harvest, Hindu, Jew, Muslim, Nature, Prayers, Reflect, Respect, Responsibility, Sabbath, Universe.
	Bible, Christians, Forgiving, God, Gospel, Hebrews, Hidden meaning, Israel, Jonah, Judaism, Nineveh Obedience, Old Testament, Parable, Vicar, Worshipping,	Ascension, Bible, Creation, Easter, Exodus, Fasting, God, Good Friday, Gospels, Grateful, Holy Week, Humanity, Incarnation, Jerusalem, Lent, Palm, Sin, Sunday, Resurrection, Salvation.	Absolution, Anglican Church, Big Story, Christians, Forgiveness, Good news, Gospel, Jesus, John, Luke, Mark, Matthew, New Testament, Old Testament, Preachers, Saviour, Tax collector

	Year 3 – Aut 1 & 2	Spring 1 – 2	Summer 1 – 2
<b>Knowledge</b>	<u>DS – KQ: Why do people pray?</u> <ul style="list-style-type: none"> <li>To describe what some believers say and do when they pray (A1).</li> <li>Describe the practice of prayer in the religions studied (A2).</li> </ul>	<u>People of God – UCR 2a.2 Outcomes</u> <ul style="list-style-type: none"> <li>To make clear links between the story of Noah and the idea of covenant.</li> <li>To make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony.</li> </ul>	<u>DS – KQ: What do different people believe about God?</u> <ul style="list-style-type: none"> <li>To retell and suggest the meanings of stories from sacred texts about people who encountered God (A1).</li> <li>To describe some of the ways in which Christians Hindus and/or Muslims describe God (A1).</li> </ul>



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	<ul style="list-style-type: none"> <li>• Make connections between what people believe about prayer and what they do when they pray (A3).</li> <li>• To describe ways in which prayer can comfort and challenge believers (B2).</li> <li>• To describe and comment on similarities and differences between how Christians, Muslims and Hindus pray (B3).</li> <li>• To explain similarities and differences between how people pray (B3).</li> </ul> <p><u>Incarnation – UCR 2a.3 Outcomes</u></p> <ul style="list-style-type: none"> <li>• To identify the difference between a 'Gospel', which tells the story of the life and teaching of Jesus, and a letter.</li> <li>• To offer suggestions about what texts about baptism and Trinity might mean.</li> <li>• Give examples of what these texts mean to some Christians today.</li> <li>• To describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) and in the way they live.</li> <li>• To make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what the God of Christianity is like.</li> </ul>	<ul style="list-style-type: none"> <li>• To make links between the story of Noah and how we live in school and the wider world.</li> <li>• To suggest answers about how far ideas of covenant, promises and following God might make a difference in the world today. 🕊</li> </ul> <p><u>Kingdom of God – UCR 2a.6 Outcomes</u></p> <ul style="list-style-type: none"> <li>• To make clear links between the story of the Day of Pentecost and Christian belief about the Kingdom of God on Earth.</li> <li>• To offer suggestions about what the description of Pentecost in Acts 2 might mean.</li> <li>• To give examples of what Pentecost means to some Christians now.</li> <li>• To make simple links between the description of the Day of Pentecost in Acts 2, the Holy Spirit and the Kingdom of God, and how Christians live their whole lives and in their church communities.</li> <li>• To make links between ideas about the Kingdom of God explored in the Bible and what people believe about following God in the world today, expressing some of their own ideas.</li> <li>• To raise questions and suggest answers about how far the ideas about church as a body and the fruit of the Spirit might make a difference to how I think and live. 🕊</li> </ul>	<ul style="list-style-type: none"> <li>• To identify beliefs about God that are held by Christians, Hindus and/or Muslims (B1).</li> <li>• To suggest why having a faith or belief in something can be hard (B2).</li> <li>• To identify how and say why it makes a difference in people's lives to believe in God (B1).</li> <li>• To ask questions and suggest some of their own responses to ideas about God (C1).</li> </ul> <p><u>DS – KQ: Why is the Bible so important for Christians today?</u></p> <ul style="list-style-type: none"> <li>• To recall and name some Bible stories that inspire Christians (A2).</li> <li>• To make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation (A2).</li> <li>• To describe some ways Christians say God is like, with examples from the Bible, using different forms of expression (A1).</li> <li>• To identify at least two ways Christians use the Bible in everyday life (B1).</li> <li>• To give examples of how and suggest reasons why Christians use the Bible today (B1).</li> <li>• To discuss their own and others' ideas about why humans do bad things and how people try to put things right (C3).</li> </ul>
Vocabulary	<p>Beliefs, Challenge, First Surah of the Qur'an, God, Hindu Gayatri Mantra, Hopeful, Inspired, Muslim, Prayer, Qur'an, Religions, Spiritual, Spontaneously, Symbols, The Lord's Prayer.</p> <p>99 Names of Allah, Archbishop, Baptism, Christian, Christianity, Corinthians, God the Father, God, Hinduism (Trimurti – Brahma, Vishnu and Shiva), Holy Spirit, Humanity, Incarnation,</p>	<p>Abraham (Genesis), Beatitudes Ceremony, Christians, Covenant, Descendant, Faith, Faithful, Forgiving, Interpretation, Noah, Obey, Prophet, Salvation Army, Stewards, The Old Testament,</p> <p>Corinthians, Disciples, Festival, Forgiveness, Fulfilled, Galatians, Gospel, Kingdom of God, Luke, Pentecost, The book of Acts.</p>	<p>Aum, Bhagavad Gita, Bhajans, Brahma (creator), Diwali, Faith, Ganesh, Goddess, Guru, Holi, Krishna, Lakshmi, Mandir, Moksha, Murti, Prasad, Puja, Shiva (destroyer), Shrine, Trimurti, Vishnu (preserver),</p> <p>Altar, Bible, Christ, Christians, Church, Creation, Creed, Denomination, Disobey, Genesis, Guidance, Heaven, Hell, Lectern (stand for bible), Messiah, New Testament, Old Testament, Prayer, Priest Wisdom,</p>

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	John the Baptist, Presence, Prophet, Saviour, Submitting, Trinity.		
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	Year 4 – Aut 1 & 2	Spring 1 – 2	Summer 1 – 2
<b>Knowledge</b>	<p><u>DS – KQ: What can we learn from religions about deciding what is right and wrong?</u></p> <ul style="list-style-type: none"> <li>To make connections between stories of temptation and why people can find it difficult to be good (A2).</li> <li>To recall and talk about some rules for living in religious traditions (B2).</li> <li>To give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions (B1).</li> <li>To give examples of ways in which some inspirational people have been guided by their religion (B1).</li> <li>To find out at least two teachings from religions about how to live a good life (C3).</li> <li>To discuss their own and others' ideas about how people decide right and wrong (C3).</li> </ul> <p>•</p> <p><u>DS – KQ: What does it mean to be a Hindu today?</u></p> <ul style="list-style-type: none"> <li>To identify and name examples of what Hindus have and do in their families and at mandir to show their faith (A3).</li> <li>To 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).</li> <li>To describe some ways in which Hindus express their faith through puja, aarti and bhajans (A2).</li> </ul>	<p><u>Gospel – UCR 2a.4 Outcomes</u></p> <ul style="list-style-type: none"> <li>To identify this as part of a 'Gospel', which tells the story of the life and teaching of Jesus.</li> <li>To make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'.</li> <li>To offer suggestions about what Jesus' actions towards the leper might mean for a Christian</li> <li>To make simple links between Bible texts and the concept of 'Gospel' (good news).</li> <li>To give examples of how Christians try to show love to all, including how members of the clergy follow Jesus' teaching.</li> <li>To make links between the Bible stories studied and the importance of love, and life in the world today, expressing some ideas of their own clearly</li> </ul> <p><u>DS – KQ: Why do some people think that life is a journey? What significant experiences mark this?</u></p> <ul style="list-style-type: none"> <li>To recall and name some of the ways religions mark milestones of commitment (including marriage) (A1).</li> <li>To suggest why some people see life as a journey and identify some of the key milestones on this journey (A2).</li> <li>To describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean (A3).</li> <li>To identify at least two promises made by believers at these ceremonies and say why they are important (B1).</li> </ul>	<p><u>Creation – UCR 2a.1 Outcomes</u></p> <ul style="list-style-type: none"> <li>To place the concepts of God and Creation on a timeline of the Bible's 'Big Story'.</li> <li>To make clear links between Genesis 1 and what Christians believe about God and Creation.</li> <li>To describe what Christians do because they believe God is Creator. (For example, follow God, wonder at how amazing God's creation is; care for the earth in some specific ways.)</li> <li>To ask questions and suggest answers about what might be important in the creation story for Christians living today, and for people who are not Christians.</li> </ul> <p><u>Salvation – UCR 2a.5 Outcomes</u></p> <ul style="list-style-type: none"> <li>To order Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible's 'big story'.</li> <li>To offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean.</li> <li>To give examples of what the texts studied mean to some Christians.</li> <li>To make simple links between the Gospel texts and how Christians mark the Easter events in their church communities.</li> <li>To describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship.</li> <li>To make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly.</li> </ul>



## Religious Education – Skills and Knowledge Progression

	<ul style="list-style-type: none"> <li>● To ask good questions about what Hindus do to show their faith (B1).</li> <li>● To suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes (B2).</li> <li>● To 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 (C2).</li> </ul>	<ul style="list-style-type: none"> <li>● To suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people (B2).</li> <li>● To link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief (C1).</li> </ul>	
Vocabulary	<p>Agnosticism, Atheism, Beatitudes, Celebrant, Christianity, Compassion, Curiosity, Dignity, Empathy, Evidence, Evolution, Faith, Fall, Flourishing, Gospels, Guidance, Happy, Human rights, Human, Humanism, Humanist, Humanists UK, Humanity, Inspirational, Judaism, Natural selection, Reason, Religious, Respect, Responsibility, Science, Teachings, Temptation, Ten Commandments of Jesus, The Big Bang, The Golden Rule.</p>	<p>Buddha, Crucifixion, Good Samaritan, Gospel, Guru Nanak, Humanity, John, Luke, Mark, Matthew, Mullah Nasruddin, Parable, Resurrection, Sinfulness, The 'big story', The New Testament.</p>	<p>Adam, Authority, Bible, Care, Christians, Commanded, Creation, Creator, Dominion, Environment, Eve, Genesis, Gethsemane, God, Hebrew, Previous, Relationship, Sabbath, Temptation, The 'big story'.</p>
	<p>Adoption, Arki, Bandhan, Belonging, Foster, God, Hindu, Hinduism, Honesty, Janmashtami, Krishna, Namaste, Prasad, Prayer, Raksha, Respect, Shrine, Sudhama, Truthfulness, Worship.</p>	<p>Ahimsa, Arki, Bhagavad Gita, Ceremony, Chanting, Christianity, Deity, Dharma, Funeral, Ghee, Guru, Hinduism, Humanist, Incense, Islam, Judaism, Karma, Mandir, Mantra, Moksha, Offerings, Pilgrimage, Priest, Reincarnation, Vegetarian, Wedding.</p>	<p>Anglican, Beliefs, Disciples, Easter crosses, Easter, Emotion, Evidence, Good Friday, Holy Week, Jesus, Last supper, Liturgy, Maundy Thursday, Observations, Palm Sunday, Passover, Prayers, Temptation in the desert, The New Testament, The story of Bilal (Islam), Unleavened bread.</p>

## Religious Education – Skills and Knowledge Progression

	Year 5 – Aut 1 & 2	Spring 1 – 2	Summer 1 – 2
<b>Knowledge</b>	<p><u>DS – KQ: Why do some people believe God exists?</u></p> <ul style="list-style-type: none"> <li>To give two reasons why a Christian believes in God and one why an atheist does not (A3).</li> <li>To outline clearly a Christian understanding of what God is like, using examples and evidence (A2).</li> <li>To define the terms theist, atheist and agnostic and give examples of statements that reflect these beliefs (B1).</li> <li>To 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).</li> <li>To express thoughtful ideas about the impact of believing or not believing in God on someone's life (B1).</li> <li>To present different views on why people believe in God or not, including their own ideas (C1).</li> </ul> <p><u>DS – KQ: What does it mean to be a Muslim in Britain today?</u></p> <ul style="list-style-type: none"> <li>To describe the Five Pillars of Islam and give examples of how these affect the everyday lives of Muslims (A1).</li> <li>To make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad (A2).</li> <li>To describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils (A2).</li> <li>To make connections between the key functions of the mosque and the beliefs of Muslims (A1).</li> <li>To identify three reasons why the Holy Qur'an is important to Muslims, and how it makes a difference to how they live (B1).</li> </ul>	<p><u>Kingdom of God – UCR 2b.8 Outcomes</u></p> <ul style="list-style-type: none"> <li>To explain connections between biblical texts and the concept of the Kingdom of God</li> <li>To consider different possible meanings for the biblical texts studied, showing awareness of different interpretations.</li> <li>To make clear connections between belief in the Kingdom of God and how Christians put their beliefs into practice in different ways, including in worship and in service to the community.</li> <li>To relate Christian teachings or beliefs about God's Kingdom to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights about whether or not the world could or should learn from Christian ideas.</li> <li>To identify ideas that have arisen from my study of the Kingdom of God and comment on how far these are helpful or inspiring for the world today and justify my ideas. ①</li> </ul> <p><u>Gospel – UCR 2b.5 Outcomes</u></p> <ul style="list-style-type: none"> <li>To identify features of Gospel texts (for example, teachings, parable, narrative).</li> <li>To take account of the context, suggest meanings of Gospel texts studied, and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations.</li> <li>To make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives.</li> <li>To relate biblical ideas, teachings or beliefs (for example, about peace, forgiveness, healing) to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights of their own.</li> </ul>	<p><u>God – UCR 2b.1 Outcomes</u></p> <ul style="list-style-type: none"> <li>To identify some different types of biblical texts, using technical terms accurately.</li> <li>To explain connections between biblical texts and Christian ideas of God, using theological terms.</li> <li>To make clear connections between Bible texts studied and what Christians believe about God; for example, through how churches are designed.</li> <li>To show how Christians put their beliefs into practice in worship.</li> <li>To weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own.</li> <li>To weigh up how Biblical ideas about love, holiness and forgiveness related to the issues, problems and opportunities in their own life and the world today. ①</li> </ul> <p><u>Salvation – UCR 2b.6 Outcomes</u></p> <ul style="list-style-type: none"> <li>To outline the timeline of the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it.</li> <li>To explain what Christians mean when they say that Jesus' death was a sacrifice, using theological terms.</li> <li>To suggest meanings for narratives of Jesus' death/ resurrection, comparing their ideas with ways in which Christians interpret these texts.</li> <li>To make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper.</li> <li>To show how Christians put their beliefs into practice.</li> </ul>

## Religious Education – Skills and Knowledge Progression

	<ul style="list-style-type: none"> <li>To describe and reflect on the significance of the Holy Qur'an to Muslims (BI).</li> </ul>	<ul style="list-style-type: none"> <li>To relate Biblical ideas, teachings or beliefs (e.g. trust, forgiveness or justice) to the issues, problems and opportunities in my own life and community, in the world today, and offer ideas of my own. ❶</li> </ul>	<ul style="list-style-type: none"> <li>To weigh up the value and impact of ideas of sacrifice in their own lives and the world today.</li> <li>To weigh up how far the idea of sacrifice and the example of Jesus are inspiring in the world today and in their own thinking. ❶</li> </ul>
Vocabulary	Agnostic, Atheist, Beliefs, Census, Christian, Existence, Expressing, God, Literal, Nature, Scientists, Theist.	Charity, Christians, Communities, Compassion, Enemies, Festival, Generosity, God, Gospels, Holy Spirit, Hypocrisy, Interpretations, Jesus, John, King, Kingdom of God, Luke, Mark, Matthew, Parables, Pride, Tikkun olan – Judaism, Treasure, Unforgiving, Zakat – Islam.	Architecture, Atonement, Biblical, Cathedral, Church, Commandments, Creation, Crucifixion, Exodus, God, Guidelines, Hadith (Islam), Holy, Isaiah, Jerusalem, Justice, Loving, New Testament, Old Testament, Presence, Prophet, Proverbs, Psalm, Rosh Hashanah, Sacrifices, Sin, Theological, Triptych, Worship, Yom Kippur.
	Adhaan, Allah, Angel Jibril, Arabic, Belief, Call to prayer, Calligraphy, Creator, Faith, Geometric shape, Holy, Imam, Islam, Islamic compass, Ka'bah, Madrasa, Mecca, Mosque, Muhammad (pbuh), Muslim, Pattern, Prayer mat, Prophet, Qur'an, Respect, Salah (prayer), Unity, Worship, Wudu.	Accepting, Activism, Beneficiaries, Christian, Community, Discipleship, Forgiveness, Forgiving, Generous, Global, Gospel, Healing, Holy Spirit, Humble, Insights, Miracles, Narrative accounts, Parable, Peace, Preached, Preaching, Sermon, Teaching, Theology, WWJD?	Apostle, Archetypal, Bible, Eightfold path (Buddhism), Evil, Fall, Funerals, Heaven, Judas, Pilate, Resurrection, Salvation, Salvation, Sewa (Sikh), Sin, Tikkun olan (Judaism).

	Year 6 – Aut 1 & 2	Spring 1 – 2	Summer 1 - 2
<b>Knowledge</b>	<u>DS – KQ: What do religions say when life gets hard?</u> <ul style="list-style-type: none"> <li>To give simple definitions of some key terms to do with life after death, e.g. salvation, heaven, reincarnation (A3).</li> <li>To outline Christian, Hindu and/or nonreligious beliefs about life after death (A1).</li> <li>To raise thoughtful questions and suggest some answers about life, death, suffering, and what matters most in life (BI).</li> </ul>	<u>DS – KQ: What matters most to Christians and Humanists?</u> <ul style="list-style-type: none"> <li>To identify the values found in stories and texts (A2).</li> <li>To describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples (A2)</li> <li>To suggest ideas about why humans can be both good and bad, making links with Christian ideas (B3).</li> <li>To describe some Christian and Humanist values simply (B3).</li> </ul>	<u>Incarnation – UCR 2b.4 Outcomes</u> <ul style="list-style-type: none"> <li>To explain the place of Incarnation and Messiah within the 'big story' of the Bible.</li> <li>To identify Gospel and prophecy texts, using technical terms.</li> <li>To explain connections between biblical texts, Incarnation and Messiah, using theological terms.</li> <li>To show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas.</li> </ul>

## Religious Education – Skills and Knowledge Progression

<ul style="list-style-type: none"> <li>● To express ideas about how and why religion can help believers when times are hard, giving examples (B2).</li> <li>● To explain some similarities and differences between beliefs about life after death (B2).</li> <li>● To explain some reasons why Christians and Humanists have different ideas about an afterlife (B3).</li> </ul> <p><u>People of God – UCR 2b.3 Outcomes</u></p> <ul style="list-style-type: none"> <li>● To explain connections between the story of Moses and the concepts of freedom and salvation, using theological terms.</li> <li>● To make clear connections between Bible texts studied and what Christians believe about being the People of God and how they should behave.</li> <li>● To explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others.</li> <li>● To identify ideas about freedom and justice arising from their study of Bible texts and comment on how far these are helpful or inspiring, justifying their responses.</li> <li>● To weigh up how Christian ideas about justice relate to the issues, problems and opportunities in their own life and the world today, developing insights of their own. 🗣️</li> </ul>	<ul style="list-style-type: none"> <li>● To suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view (B2).</li> <li>● To express ideas about some big moral concepts, such as fairness, honesty etc., comparing them with the ideas of others they have studied (C3).</li> </ul> <p><u>Creation – UCR 2b.2 Outcomes</u></p> <ul style="list-style-type: none"> <li>● To outline the importance of Creation on the timeline of the 'big story' of the Bible.</li> <li>● To identify what type of text some Christians say Genesis 1 is, and its purpose.</li> <li>● To take account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations.</li> <li>● To make clear connections between Genesis 1 and Christian belief about God as Creator.</li> <li>● To show understanding of why many Christians find science and faith go together.</li> <li>● To identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses.</li> <li>● To weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account.</li> <li>● To respond to the idea that humans have great responsibility for the Earth. 🗣️</li> <li>● To weigh up how well humans are responding to this responsibility taking into account religious and non-religious viewpoints. 🗣️</li> </ul>	<ul style="list-style-type: none"> <li>● To comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible.</li> <li>● To weigh up how far the idea that Jesus is the Messiah — a Saviour from God — is important in the world today and, if it is true, what difference that might make in people's lives.</li> <li>● To weigh up how far the world needs a Messiah expressing their own insights. 🗣️</li> </ul> <p><u>Salvation – UCR 2b.7 (Y6) Outcomes</u></p> <ul style="list-style-type: none"> <li>● To outline the timeline of the 'big story' of the Bible, explaining the place within it of the ideas of Incarnation and Salvation.</li> <li>● To suggest meanings for resurrection accounts, and compare their ideas with ways in which Christians interpret these texts, showing awareness of the centrality of the Christian belief in Resurrection.</li> <li>● To explain connections between Luke 24 and the Christian concepts of Sacrifice, Resurrection, Salvation, Incarnation and Hope, using theological terms.</li> <li>● To make clear connections between Christian belief in the Resurrection and how Christians worship on Good Friday and Easter Sunday.</li> <li>● To show how Christians put their beliefs into practice in different ways.</li> <li>● To explain why some people find belief in the Resurrection makes sense and inspires them.</li> <li>● To offer and justify responses as to what difference belief in Resurrection might make to how people respond to challenges and problems in the world today.</li> </ul>
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## Religious Education – Skills and Knowledge Progression

			<ul style="list-style-type: none"> <li>To weigh up how far biblical teachings and beliefs about life after death might make a difference to people in the world today developing their responses and insights. U</li> </ul>
Vocabulary	Artefacts, Buddhist, Celebrate, Ceremonies, Christianity, Community, Death, Faith, Heaven, Hindu, Humanist, Hymns, Islam, Judgement, Karma, Life, Liturgies, Moksha, Monastery, Prayers, Reincarnation, Reincarnation, Salvation, Samsara, Songs, Soul, Suffering.	Christianity, Clash, Code for Living, Fairness, Freedom, God, Gospels, Honesty, Humanist, John, Judas, Judgement, Luke, Mark, Matthew, Moral code, Moral, Peace, Prayer, Truth, Values.	Baptism, Celebration, Expectations, Father, Gospel, Holy Spirit, Incarnation, Israel, Jerusalem, Jesus, John, Joseph, King David, Luke, Mark, Mary, Matthew, Messiah, Prophecies, Resurrection, Saviour, Son, Transfiguration, Trinity, Zealots.
	Christian Aid, Covenant, Exodus, Forgiveness, Freedom, Genealogy, Justice, King David, Messiah, Nomads, Old Testament, Pentateuch, Pesach, Promised Land, Sinai, Slavery, Tearfund, Torah.	Anglican, Astrophysicist, Awe, 'big bang' theory, Christianity, Complementary, Concept, Conflicting, Controversy, Cosmology, Creationism, Creator, Evolution, Fall, Genesis, God, Hinduism, Humanity, Interpretation, Islam, Judaism, Psalm, Roman Catholic, Science, Wonder.	Christians, Easter Sunday, Good Friday, Gospel, Heaven, Holy Week, Incarnate, Incarnation, John, Justify, Luke, Luke, Mark, Mary Magdalene, Matthew, Orthodox, Pentecostal, Resurrection, Roman Catholic, Salvation, Salvation, The 'big story', Theological, Triptych.

### Key

#### Understanding Christianity Resource

- Making sense of the text.
- Understanding the impact.
- Making connections.