

RE Progression of Skills and Knowledge- **This is taken from the Kent County Council RE Scheme ([Learning-Across-the-Curriculum.pdf](https://www.kelsi.org.uk/Learning-Across-the-Curriculum.pdf) (kelsi.org.uk))**

(NOT USED IN THIS PROGRESSION)- Key to understanding this document: Black = National Curriculum objectives Red = Knowledge/Skills to be taught
Green = Resources to be used

<u>Area of Learning</u>	<u>EYFS</u>	<u>Year 1</u> Christianity + Judaism * Touch on Islam	<u>Year 2</u> Christianity + Islam *Refer to prior learning of Judaism	<u>Year 3</u> Christianity + Islam *Refer to prior learning of Judaism * Touch on Hinduism	<u>Year 4</u> Christianity + Hinduism *Refer to prior learning of Islam and Judaism	<u>Year 5</u> Christianity, Humanist + Islam *Refer to prior learning of all other religions taught	<u>Year 6</u> Religions covered, Humanists + non-religious beliefs
BELIEVING Understand and know about a range of religions and worldviews	<ul style="list-style-type: none"> * Shows interest in the lives of people who are familiar to them. * Remembers and talks about significant events in their own experience. *Recognises and describes special times or events for family or friends. * Shows interest in different occupations and ways of life. *Knows some of the things that make them unique, and can talk about some of the similarities and 	<ul style="list-style-type: none"> *Talk about some simple ideas about Christian beliefs about God and Jesus *Re-tell a story that shows what Christians might think about God. *Talk about the mezuzah and how it reminds Jewish people of God. *Retell a story that shows Jewish people at the festival of Sukkot or Chanukah might think about God, suggesting what it means. *Identify ways Christians celebrate Christmas/Easter and some ways a festival is celebrated in other religions. 	<ul style="list-style-type: none"> *Talk about some simple ideas about Muslim beliefs about God, link to the 99 Names of Allah. *Re-tell a story about the life of the Prophet Muhammed. *Recognise some objects used by Muslims and suggest why they are important. *Re-tell stories from the Christian Bible and other faiths; suggest the meanings of the stories. *Identify special objects and symbols found in a place where people worship and be able to say something about what they 	<ul style="list-style-type: none"> *Describe some of the ways in which Christians Hindus and/or Muslims describe God. *Make connections between stories in the Bible and and what Christians believe about Creation, the Fall and salvation. *Describe some ways that Christians say God is like, with examples from the Bible, using different forms of expression. *Describe the practise of prayer in the religions studied. *Make connections between what people believe and about prayer and what they do when they pray. 	<ul style="list-style-type: none"> *Make connections between some of Jesus' teachings and the way Christians live today. *Describe how Christians celebrate Holy Week and Easter Sunday. *Give simple definitions of some key Christian terms (gospels, incarnations, salvation) and illustrate them with events from Holy Week and Easter. * Suggest why some people see life as a journey and identify some of the key milestones on this journey. *Describe what happens in Christian, 	<ul style="list-style-type: none"> * Outline clearly a Christian understanding of what God is like, using examples and evidence. * Outline Jesus' teaching on how his followers should live. *Make connections between how believers feel about places of worship in traditions. * Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Mohammed. * Describe the forms of guidance a Muslim uses and compare them to forms of 	<ul style="list-style-type: none"> * Outline Christian, Hindu and/non-religious beliefs about life after death. *Describe and make connections between examples of religious creativity (buildings and art). * Describe what Christians mean about humans being made in the image of God and being fallen', giving examples. * Make connections between beliefs and behaviour in different religions. * Make connections between belief in ahimsa(harmlessness), grace and Ummah (community), teachings and sources

	<p>differences in relation to friends or family.</p> <p>* Enjoys joining in with family customs and routines.</p> <p>ELG:</p> <p>*Children talk about past and present events in their own lives and in the lives of family members.</p> <p>*They know that other children don't always enjoy the same things, and are sensitive to this.</p> <p>*They know about similarities and differences between themselves and others</p>	<p>*Re-tell stories connected to Christmas/Easter and another religion and say why these are important to believers.</p> <p>*Recognise and name symbols of belonging from their own experiences, for Christianity and one other religion, suggest that these mean and why they matter.</p> <p>*Give an account of a Christian infant baptism and suggest what actions and symbols mean.</p> <p>*Identify two ways people show they belong to each other when they get married.</p>	<p>mean and how they are used.</p> <p>*Re-tell Bible stories and stories from other faiths about caring for others and the world.</p>	<p>*Make connections between stories, symbols and beliefs with what happens in at least two festivals.</p> <p>*Identify similarities and differences in the way festivals are celebrated within and between religions.</p> <p>*Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings.</p> <p>*Describe some ways in which Christians express their faith through hymns and modern worship songs.</p>	<p>Hindu (and Jewish) ceremonies of commitment and what these rituals mean.</p> <p>*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.</p> <p>*Describe some ways in which Hindus express their faith through puja, aarti and bhajans.</p> <p>* Make connections between stories of temptation and why people can find it difficult to be good.</p>	<p>guidance experienced by the pupils.</p> <p>* Make connections between the key functions of the mosque and the beliefs of Muslims.</p>	<p>of wisdom in the three religions.</p>
<p>EXPRESSING</p> <p>Express ideas and insights about nature, significance and impacts of religions and worldviews</p>		<p>*Talk about how Shabbat is a special day of the week for Jews and give examples of what they do for it.</p> <p>*Ask questions and suggest answers about stories to do with Christian festivals and a story from another religion.</p>	<p>*Recognise that sacred texts contain stories which are special to many people and should be treated with respect.</p> <p>*Talk about ways in which stories, objects, symbols and actions used in churches and mosques show what people believe.</p> <p>*Ask good questions during a school visit</p>	<p>*Suggest why having a faith or belief in something can be hard.</p> <p>*Identify how and say why it makes a difference in people's lives to believe in God.</p> <p>*Give examples of how and suggest reasons why Christians use the Bible today.</p>	<p>* Identify the most important parts of Easter for Christians and say why they are important.</p> <p>REVISIT: *Describe and comment on similarities and differences between how Christians, Hindus and Muslims pray.</p>	<p>* Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenged.</p> <p>* Express thoughtful ideas about the impact of believing and not believing in God on someone's life.</p>	<p>* Express ideas about how and why religions can help believers when times are hard, giving examples.</p> <p>* Explain some similarities and differences between beliefs about life after death.</p> <p>* Explain some reasons why Christians and Humanists have</p>

			<p>about what happens in a church or mosque.</p> <p>*Identify ways that some people make response to God by caring for others and the world.</p>	<p>*Describe ways in which prayer can comfort and challenge believers.</p> <p>*Describe and comment on similarities and differences between how Christians, Hindus and Muslims pray.</p> <p>*Ask questions and give ideas about what matters most to believers in festivals.</p> <p>*Suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it must be hard sometimes.</p>	<p>*Explain similarities and differences about how people pray.</p> <p>* Suggest reasons why marking the milestones of life are important to Christians, Hindus (and Jewish people).</p> <p>* 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.</p> <p>* Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions.</p> <p>* Give examples of ways in which some inspirational people have been guided by their religion.</p>	<p>*Offer interpretation of two of Jesus' parables and say what they might teach Christians about how to live.</p> <p>* Explain the impact Jesus' example and teachings might have on Christians today.</p> <p>* Select and describe the most important functions of a place of worship for the community.</p> <p>* Give examples of how places of worship support believers in difficult times, explaining why this matters to believers.</p> <p>* Describe and reflect on the significance if the Holy Qur'an to Muslims.</p>	<p>different ideas about the afterlife.</p> <p>* Show understanding of value of sacred buildings and art.</p> <p>* Suggest reasons why some believers see generosity and charity as more important than buildings and art.</p> <p>* Describe some Christian and Humanist values simply.</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.</p> <p>*Outline the challenges of being a Hindu, Christian or Muslim in Britain today.</p> <p>* Consider similarities and differences between beliefs and behaviour in different faiths.</p>
<p>LIVING</p> <p>Gain and deploy skills needed to engage seriously with religions and worldviews</p>		<p>*Talk about issues of good and bad, right and wrong arising from stories.</p> <p>*Ask some questions about believing in God and offer ideas of their own.</p>	<p>*Ask and suggest answers to questions arising from stories Jesus told and from other religions.</p> <p>*Talk about issues of good and bad, right and wrong arising from stories.</p>	<p>*Ask questions and suggest some of their own responses to ideas about God.</p> <p>*Discuss their own and others ideas about how and why humans do bad things</p>	<p>*Link some questions and answers about how believers show commitment with their own ideas about community, belonging and belief.</p> <p>*Discuss links between actions of</p>	<p>* Present different views on why people believe in God or not, including their own ideas.</p> <p>* Express their own understanding of what Jesus would do in relation to moral</p>	<p>* Apply ideas about values and from scriptures to the title question.</p> <p>* Express their own ideas about some big moral concepts, such as fairness, honesty etc., comparing them</p>

		<p>*Respond to examples of cooperation between different people.</p> <p>*Collect examples of what people do, give, sing, think about at the religious festivals studied, say why they matter to believers.</p>	<p>*Describe some of the ways in which people use music in worship, and talk about the different kinds of music makes them feel.</p> <p>*Talk about texts from different religions that promote the 'Golden Rule' and think about what would happen if people followed it more.</p> <p>*Use creative ways to express their own ideas about the creation story and what it says about what God is like.</p>	<p>and how people try to put things right.</p> <p>*Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives.</p> <p>*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.</p>	<p>Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others.</p> <p>* Discuss their own and others' ideas about how people decide right and wrong.</p>	<p>dilemma from the world today.</p> <p>* Present ideas about the importance of <i>people</i> in the place of worship, rather than the <i>place</i> itself.</p>	<p>with the ideas of others they have studied.</p>
Key Vocabulary		<p>Christianity, Judaism, story, believe, festival, God, symbol, celebrate, shabbat, mezuzah, candles, challah bread.</p>	<p>Christian, Jew, Muslims, believers, Bible, Qu'ran, (Torah), church, mosque, (synagogue), worship,</p> <p>Church: alter, cross, font, candles, light, vicar/priest.</p> <p>Mosque: wudu, prayer mat, prayer bead, imam.</p>	<p>Prayer, symbols, beliefs, Hinduism, Hindus, attributes of God (99 names of Allah and Holy Trinity), beliefs, practice, Eid, Christmas,</p>	<p>Holy week, Easter, Palm Sunday, Good Friday, death and resurrection, Holy Spirit, Je sus, baptism, sacred thread ceremony (Hinduism), life after death.</p>	<p>Humanist, atheist, theist, adnostic, love, forgiveness, justice, fairness, generosity, Kingdom of God, pilgrimage, five pillars of Islam, sunnah, hadith.</p>	<p>Life after death, judgement, karma, reincarnation, art, calligraphy, geometrical art, architecture, charity, fairness, honesty, code for living (Humanist).</p>