



Religious Education Knowledge Progression

Early Years Foundation Stage

Early Learning Goal for Understanding the World

	Christianity	Other religions or non-religious worldviews
Early Years Foundation Stage	<u>Why is Christmas special for Christians?</u> • Know that the Christmas story is a special story in the bible • Know how and why Christians celebrate Christmas <u>Why is Easter special for Christians?</u> • Know what happens at the end of winter and the beginning of spring • Recognise and retell stories connected with Easter • Know how Easter is celebrated	<u>Being special: where do we belong?</u> • Know how we show love and how children know they are loved • Be able to show care and explain how they know they are cared for <u>Which places are special and why?</u> • Talk about somewhere that is special to themselves and say why • Recognise that some religious people have places which have special meaning for them



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Key Stage 1

	Christianity	Islam	Judaism	Other religions or non-religious world views
Year 1	<u>Who do Christians say made the world?</u> - Recognise and retell the story of creation from Genesis and know that it is the beginning of the 'big story' of the bible - Explain what the story tells Christians about God and creation - Give examples of how Christians say thank you to God for Creation <u>Why does Christmas matter to Christians?</u> - Recognise and give a clear, simple account of the story of Jesus' birth from the Gospels using Luke's Gospel - How do children and their families prepare for a new baby and link this to the Christmas story <u>Why does Easter matter to Christians?</u>	<u>Who is a Muslim and how do they live?</u> - Recognise the words of the Shahadah and know that it is very important to Muslims - Identify some of the key Muslim beliefs about God and the 99 names of Allah - Recognise that stories about the Prophet guide Muslims beliefs and actions (eg care for creation/ fast in Ramadan)		<u>What makes some places sacred to believers?</u> - Recognise that there are special places where people go to worship and talk about what they do there - Identify at least three objects used in worship in two religions and talk about their use/meanings - Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship <u>How should we care for others and the world, and why does it matter?</u> - Identify how children know each person is unique and valuable - Give an account of what Genesis 1 tells Christians about the natural world



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	• Tell stories of Easter from the Bible and link to Jesus rescuing people			• Give an example of how people show that they care for others (eg harvest)
Year 2	<u>What do Christians believe God is like?</u> • Identify what a parable is and what the stories mean to Christians • Tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father • Give examples of how Christians show their belief in God as loving and forgiving and how beliefs are put into practise in worship <u>Why does Christmas Matter to Christians?</u> • Give a clear account of the Christmas story using Matthew's account • Explain how Christians use the story of the Nativity to guide their beliefs and actions • Think, talk and ask questions about Christmas for people who are Christians and for people who are not		<u>Who is Jewish and how do they live?</u> • Recognise the words of the Shema as a Jewish prayer • Give examples of how Jewish people celebrate special times (eg Shabbat/Chanukah/Sukkot) • Give examples of how some Jewish people might remember God in different ways (eg mezuzah, on Shabbat)	<u>What does it mean to belong to a faith community?</u> • Recognise that loving others is important in lots of communities and ways in which people show they love each other • Say simply what Jesus and one other religious leader taught about loving other people • Give an account of what happens at a traditional Christian, Jewish or Muslim welcome ceremony and suggest what the actions and symbols mean



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	<u>Why does Easter matter to Christians?</u> • Recognise that Incarnation and Salvation are part of a 'big story' of the bible • Tell stories of Holy Week and Easter from the Bible and link to Salvation • Give examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter <u>What is the 'good news' Christians believe Jesus brings?</u> • Tell stories from the bible and recognise a link with the concept of 'Gospel' or 'good news' • Give clear, simple accounts of what Bible texts mean to Christians • Give examples of the ways in which Christians follow the teachings about forgiveness and peace and how these beliefs are put into practise			
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Lower Key Stage 2

	Christianity	Islam	Judaism	Hinduism	Other religions or non-religious world views
Year 3	<u>What do Christians learn from the Creation story?</u> - Place the concepts of God and creation on a timeline - Make links between Genesis 1 and what Christians believe about God and Creation - Recognise that the story of 'the Fall' in Genesis 3 gives an explanation of why things go wrong in the world - Describe what Christians do because they believe God is Creator and how they might speak to/pray to God <u>What is it like for someone to follow God?</u> - Make clear links between the story of Noah and the idea of covenant - Make links between the story of Noah and how	<u>How do festivals and worship show what matters to a Muslim?</u> - Identify some beliefs about God in Islam - Make clear links between beliefs about God and ibadah (eg how God is worth worshipping) - Give examples of ibadah (worship) in Islam (eg prayer, fasting, celebrating) and describe what they involve	<u>How do festivals and family life show what matters to Jewish people?</u> - Identify some Jewish beliefs about God , sin and forgiveness - Make clear links between the story of the Exodus and Jewish beliefs about God - Offer informed suggestions about the meaning of Exodus for Jews today - Describe how Jews show their		<u>How and why do people try to make the world a better place?</u> - Identify some beliefs about why the world is not always a good place - Make links between religious beliefs and teachings and why people try to live and make the world a better place - Identify differences in how people put their beliefs into action - Express their own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for their views



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	we live in school and the wider world <u>What kind of world did Jesus want?</u> • Identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus • Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways		beliefs through worship in festivals, both at home and in wider communities		
Year 4	<u>What is the 'Trinity' and why is it important for Christians?</u> • Recognise what a 'Gospel' is and give examples of the kinds of stories it contains • Offer suggestions about what texts about baptism and Trinity mean • Describe how Christians show their beliefs about God the Trinity in worship			<u>What does it mean to be Hindu in Britain today?</u> • Describe how Hindus show their faith within their families and within their faith communities • Identify some different ways in which Hindus show their faith eg between	<u>How and why do people mark the significant events of life?</u> • Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean • Describe what happens in ceremonies of commitment (eg baptism, marriage) and say what these rituals mean • Raise questions and suggest answers about whether it is good for everyone to see life as a



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<u>Why do Christians call the day Jesus died 'Good Friday'?</u> • Recognise the word 'Salvation' and that Christians believe Jesus came to 'save' or 'rescue' people eg by showing them how to live • Be able to explain why Holy Week is important to Christians • Make simple links between the Gospel accounts and how Christians mark the Easter events in their communities • Describe how Christians show their beliefs about Jesus in worship in different ways • Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday' <u>For Christians, what was the impact of Pentecost?</u> • Make clear links between the story of			different communities in Britain or between Britain and parts of India • Identify the terms dharma, Sanatan Dharma and Hinduism and say what they mean <u>What do Hindus believe God is like?</u> • Identify some Hindu deities and say how they help Hindus describe God • Make clear links between some stories (Svetaketu, Ganesh, Diwali) and what Hindus believe about God	journey and to mark the milestones • Give good reasons why they think ceremonies of commitment are or are not valuable today
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	Pentecost and Christian beliefs about the Kingdom of God on Earth • Give examples of what Pentecost means to Christians now			• Offer informed suggestions about what Hindu murtis express about God • Make simple links between beliefs about God and how Hindus live and worship	
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Upper Key Stage 2

	Christianity	Islam	Judaism	Hinduism	Other religions or non-religious world views
Year 5	<u>What does it mean for Christians to believe God is holy and loving?</u> • Explain connections between biblical texts and Christian ideas of God, using theological terms • Make clear connections between Bible texts studied and what Christians believe about God • Show how Christians put their beliefs into practice in worship <u>Why do Christians believe Jesus was the Messiah?</u> • Explain the place of Incarnation and Messiah within the 'big story' of the bible • Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas		<u>Why is the Torah so important to Jewish people?</u> • Identify and explain Jewish beliefs about God, giving examples of some texts that say what God is like and explain how Jewish people interpret them • Make clear connections between Jewish beliefs and the Torah • Make clear connections between Jewish commandments and how Jews live (eg in relation to kosher laws) • Give evidence and examples to show how		<u>Why do some people believe in God and some people not?</u> • Define the terms 'theist', 'atheist' and 'agnostic' • Explain what religious and non-religious people believe about God, saying where they get their ideas from, giving examples of reasons why people do or do not believe in God • Reflect on how peoples beliefs add value to their lives <u>How does faith help when life gets hard?</u> • Explain how religion guides people in how to respond to good and hard times in life • Identify beliefs about life after death in at least two religious traditions



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	- Understand the idea that Jesus is the Messiah –a Saviour from God- and how that makes sense in the wider story of the Bible <u>How do Christians decide how to live? 'What would Jesus do?'</u> - Compare own ideas with ways in which Christians interpret biblical texts (gospel) Make clear connections between Gospel texts, Jesus' 'good news' and how Christians live in the Christian community and their individual lives Make connections between Christian teachings eg peace, forgiveness and healing and the issues, problems and opportunities in the world today, including their own lives- being able to articulate their own responses and		Jewish people put their beliefs into practise in different ways (eg some differences between Orthodox and Progressive Jewish practice) Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today		Make clear connections between what people believe about God and how they respond to challenges in life
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	recognise different points of view				
Year 6	<u>Creation and science: conflicting or complementary?</u> - Understand Genesis 1 and what sort of text it is and what it means Make clear connections about Genesis 1 and Christian belief about God as a creator Show understanding of why many Christians find science and faith go together - Identify key ideas from the study of Genesis 1 and how these are helpful and inspiring <u>What do Christians believe Jesus did to 'save' people?</u> Explain how incarnation and salvation fit into the 'big story' Explain what Christians mean when they say Jesus' death was a sacrifice	<u>What does it mean to be a Muslim in Britain today?</u> Identify and explain Muslim beliefs about God, the Prophet and the Holy Qu'ran Describe ways in which Muslim sources of authority guide Muslim living (eg Qu'ran guidance on Five Pillars) Make clear connections between Muslim beliefs and ibadah Give evidence and		<u>Why do Hindus want to be good?</u> Identify and explain Hindu beliefs eg dharma, karma, samsara, moksha using technical terms accurately Make clear connections between Hindu beliefs (the four aims/stages of life) and ways in which Hindus live Reflect on and articulate what impact belief in Karma and	<u>What matters most to Humanists and Christians?</u> Make clear connections between Christian and Humanist ideas about being good and how people live Understand why it might be helpful to follow a moral code and why it might be difficult, offering different points of view Make connections between the values studied and their own lives and the importance of the world today



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	• Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper • Show how Christians put their beliefs into practise in different ways <u>For Christians, what kind of king is Jesus?</u> • Explain connections between biblical text and the concept of the kingdom of God • Consider different meanings of the biblical texts studied showing awareness of different interpretations • Relate the Christian 'Kingdom of God' to issues, problems and opportunities in the world today	examples to show how Muslims put their beliefs into practice in different ways		Dharma might have on individuals and the world, recognising different points of view	
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