

RE Progression of Knowledge and Skills- **This is taken from the Kent County Council RE Scheme ([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

At The Discovery School we understand the importance of our children knowing more, remembering more and doing more. With this in mind, we teach the children the knowledge they require, ensuring they have opportunities for the retrieval of knowledge and the chance to apply new skills during their learning.

| Area of Learning | EYFS | Year 1 Christianity + Judaism <i>* Touch on Islam</i> | Year 2 Christianity + Islam <i>*Refer to prior learning of Judaism</i> | Year 3 Christianity + Islam <i>*Refer to prior learning of Judaism</i> <i>* Touch on Hinduism</i> | Year 4 Christianity + Hinduism <i>*Refer to prior learning of Islam and Judaism</i> | Year 5 Christianity, Humanist + Islam <i>*Refer to prior learning of all other religions taught</i> | Year 6 Religions covered, Humanists + non-religious beliefs |
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| 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 | <ul style="list-style-type: none"> <i>*Talk about some simple ideas about Christian beliefs about God and Jesus</i> <i>*Re-tell a story that shows what Christians might think about God.</i> <i>*Talk about the mezuzah and how it reminds Jewish people of God.</i> <i>*Retell a story that shows Jewish people at the festival of Sukkot or Chanukah might think about God, suggesting what it means.</i> <i>*Identify ways Christians celebrate</i> | <ul style="list-style-type: none"> <i>*Talk about some simple ideas about Muslim beliefs about God, link to the 99 Names of Allah.</i> <i>*Re-tell a story about the life of the Prophet Muhammed.</i> <i>*Recognise some objects used by Muslims and suggest why they are important.</i> <i>*Re-tell stories from the Christian Bible and other faiths; suggest the meanings of the stories.</i> <i>*Identify special objects and symbols found in a place</i> | <ul style="list-style-type: none"> <i>*Describe some of the ways in which Christians Hindus and/or Muslims describe God.</i> <i>*Make connections between stories in the Bible and what Christians believe about Creation, the Fall and salvation.</i> <i>*Describe some ways that Christians say God is like, with examples from the Bible, using different forms of expression.</i> <i>*Describe the practise of prayer in the religions studied.</i> | <ul style="list-style-type: none"> <i>*Make connections between some of Jesus' teachings and the way Christians live today.</i> <i>*Describe how Christians celebrate Holy Week and Easter Sunday.</i> <i>*Give simple definitions of some key Christian terms (gospels, incarnations, salvation) and illustrate them with events from Holy Week and Easter.</i> <i>* Suggest why some people see life as a journey and identify</i> | <ul style="list-style-type: none"> <i>* Outline clearly a Christian understanding of what God is like, using examples and evidence.</i> <i>* Outline Jesus' teaching on how his followers should live.</i> <i>*Make connections between how believers feel about places of worship in traditions.</i> <i>* Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Mohammed.</i> | <ul style="list-style-type: none"> <i>* Outline Christian, Hindu and/non-religious beliefs about life after death.</i> <i>*Describe and make connections between examples of religious creativity (buildings and art).</i> <i>* Describe what Christians mean about humans being made in the image of God and being fallen', giving examples.</i> <i>* Make connections between beliefs and behaviour in different religions.</i> <i>* Make connections between belief in</i> |

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| | <p>them unique, and can talk about some of the similarities and differences in relation to friends or family.</p> <p>* Enjoys joining in with family customs and routines.</p> <p>ELG: *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>Christmas/Easter and some ways a festival is celebrated in other religions.</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>where people worship and be able to say something about what they 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 what people believe and about prayer and what they do when they pray.</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>some of the key milestones on this journey.</p> <p>*Describe what happens in Christian, 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>* Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils.</p> <p>* Make connections between the key functions of the mosque and the beliefs of Muslims.</p> | <p>ahimsa(harmlessness), grace and Ummah (community), teachings and sources of wisdom in the three religions.</p> |
| <p>EXPRESSING 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</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</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>* 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,</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</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> |

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| | | <p>festivals and a story from another religion.</p> | <p>mosques show what people believe. *Ask good questions during a school visit about what happens in a church or mosque. *Identify ways that some people make response to God by caring for others and the world.</p> | <p>*Give examples of how and suggest reasons why Christians use the Bible today. *Describe ways in which prayer can comfort and challenge believers. *Describe and comment on similarities and differences between how Christians, Hindus and Muslims pray. *Ask questions and give ideas about what matters most to believers in festivals. *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>Hindus and Muslims pray. *Explain similarities and differences about how people pray. *Suggest reasons why marking the milestones of life are important to Christians, Hindus (and Jewish people). *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. *Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions. *Give examples of ways in which some inspirational people have been guided by their religion.</p> | <p>and not believing in God on someone's life. *Offer interpretation of two of Jesus' parables and say what they might teach Christians about how to live. *Explain the impact Jesus' example and teachings might have on Christians today. *Select and describe the most important functions of a place of worship for the community. *Give examples of how places of worship support believers in difficult times, explaining why this matters to believers. *Describe and reflect on the significance of the Holy Qur'an to Muslims.</p> | <p>*Explain some reasons why Christians and Humanists have different ideas about the afterlife. *Show understanding of value of sacred buildings and art. *Suggest reasons why some believers see generosity and charity as more important than buildings and art. *Describe some Christian and Humanist values simply. *Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view. *Outline the challenges of being a Hindu, Christian or Muslim in Britain today. *Consider similarities and differences between beliefs and behaviour in different faiths.</p> |
| <p>LIVING Gain and deploys skills needed to engage</p> | | <p>*Talk about issues of good and bad, right and wrong arising from stories.</p> | <p>*Ask and suggest answers to questions arising from stories Jesus told and from other religions.</p> | <p>*Ask questions and suggest some of their own responses to ideas about God.</p> | <p>*Link some questions and answers about how believers show commitment with their own ideas about</p> | <p>*Present different views on why people believe in God or not, including their own ideas.</p> | <p>*Apply ideas about values and from scriptures to the title question.</p> |

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| seriously with religions and worldviews | | <p>*Ask some questions about believing in God and offer ideas of their own.</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>*Talk about issues of good and bad, right and wrong arising from stories.</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>*Discuss their own and others ideas about how and why humans do bad things 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>community, belonging and belief.</p> <p>*Discuss links between actions of 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>* Express their own understanding of what Jesus would do in relation to moral 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>* Express their own ideas about some big moral concepts, such as fairness, honesty etc., comparing them 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>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> |

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