



Progression of Knowledge, Skills and Understanding – RE

Autumn Term

Spring Term

Summer Term

	Year 1	Year 2
Identity and Daily Life	<ul style="list-style-type: none"> • Begin to identify examples of clothing worn by a religious person to show they belong to a faith. • Can talk about people they know or have seen that wear different items of clothing for special occasions, or to signify that they belong to something. E.g. school uniform, Rainbows, Beavers, football club etc. • Begin to make connections within own experiences and daily routines. <ul style="list-style-type: none"> ○ Understands what a 'routine' is. • Can talk about things they do in their day to get ready for school or to go to a special event or club. 	<ul style="list-style-type: none"> • Understand that people worship in different ways, e.g. wearing clothing, going to church, praying etc. <ul style="list-style-type: none"> ○ Understand what 'worship' is. • Can name some different religions that they know or have heard of. For example, Judaism, Islam, Hinduism, Sikhism, Christianity. • Make connections between their own experiences and daily routines to the experiences of another religion. E.g. the daily life of a Muslim etc. • Start to recognise connections with others, e.g. things they have in common with their friends. <ul style="list-style-type: none"> ○ Understands language of 'similarities' • Can describe their familiar routines in greater detail.

	Year 1	Year 2
<p>Expressions of Faith:</p>	<ul style="list-style-type: none"> ● Begin to describe (in simple terms) some of the main festivals in different religions. E.g. Diwali, Easter, Eid, etc. <ul style="list-style-type: none"> ○ Understands what a festival is. ○ Can name a few festivals that they know. ● Identify and describe some features of a church. <ul style="list-style-type: none"> ○ Knows what a church is and who goes there. ● Can link some of the things they found out about clothing and artefacts to a church building e.g. cross. ● Begin to understand some important events that happen in a church and begin to make links with their own lives. <ul style="list-style-type: none"> ○ Can answer: Have they ever been to a church? What did they go there for? Who did they go with? ● Begin to talk about religious ceremonies and link their own experiences of them, e.g. Christenings, bar mitzvah, Weddings etc. <ul style="list-style-type: none"> ○ Can talk about times when they have attended a special occasion e.g. a wedding, Christening etc. ○ Knows vocabulary of 'special' ● Know the name of some places where ceremonies might take place, e.g. Church, Temple, Mosque etc. ● Begin to understand that groups of people celebrate important special events together. E.g. Christmas, Diwali etc. 	<ul style="list-style-type: none"> ● Describe (in more detail) the main features of important religious festivals, e.g. going to church at Christmas or Easter, lighting Diwa lamps for Diwali. <ul style="list-style-type: none"> ○ Can describe what a festival is. ○ Can name the festivals or special events explored previously and describe some features. ● Can name some religious people such as Christians, Muslims and Hindus. ● Begin to explain the purpose of worship, festivals, rituals and ways of life. Why do people have rituals? <ul style="list-style-type: none"> ○ Begins to understand and explain some of the language and vocabulary associated with worship/festivals. ● Can talk in more detail about their own routines, rituals, or things they celebrate. ● Understand and explain ways that groups of people celebrate together to mark special events in religious calendars.

	Year 1	Year 2
Core Beliefs, Ideas and Symbols:	<ul style="list-style-type: none"> ● Recognise, name and describe some religious artefacts and symbols in simple terms. E.g. Cross, Bible, Qur'an etc. <ul style="list-style-type: none"> ○ Begin to understand the terms 'religious', 'artefact' and 'symbol'. ○ Where might you find religious things? Have they seen any of them before? Where? When? ● Begins to understand that the Bible is a special book for Christians. ● Name some important religious stories. E.g. Noah and the Ark, Rama and Sita etc. ● Retell religious stories in simple terms and begin to suggest meanings in the story e.g. that the stories that Jesus told contained messages of love, consideration, forgiveness, sympathy, trust, honesty and truth. 	<ul style="list-style-type: none"> ● Begin to understand the importance of special books for religious people and how they help guide them in their life as a Christian, Muslim or Jew. <ul style="list-style-type: none"> ○ Can name special books and begin to describe why they are special. E.g. Bible, Qur'an etc. ○ Can name some religions. ● Can name the religious texts for Christianity, Islam and Judaism. ● Can name and retell some Bible stories in greater detail, discussing the meanings. ● Begin to understand some similarities between Judaism, Islam and Christianity. E.g. Monotheism, Abrahamic etc.
	Year 1	Year 2
Ask Big Questions and Make Connections	<ul style="list-style-type: none"> ● Know that God (in Christianity) is the creator of the universe and moral authority ● Can talk about right and wrong, morals and consequences. <ul style="list-style-type: none"> ○ Understands what rules are. Do you have rules at home? What are the rules at school? ● Can suggest ways people should behave in order to create a safe and happy living environment. <ul style="list-style-type: none"> ○ Begins to understand 'safety' ○ Understands 'good' behaviour – what are some examples of good behaviour? 	<ul style="list-style-type: none"> ● Describe own views and ideas about God in own words. E.g. "I think God..." <ul style="list-style-type: none"> ○ Understands: What a religion is. ○ Know some religions that believe in God. ● Can name some religions that have 'one' God (Monotheism). ● Can begin to talk about what different religions think God is e.g. Christianity: he created the earth, is Jesus' father etc. ● Can understand that some religions have rules by which to follow.

		<ul style="list-style-type: none"> ○ Can talk about rules and what they are. ○ Can name some religions and their rules.
	Year 1	Year 2
Social Action: Putting Beliefs into Action	<ul style="list-style-type: none"> ● Know how values can affect a community. <ul style="list-style-type: none"> ○ Understand the terms ‘community’ and ‘values’ ○ Know who their community is e.g. friends, family, classmates and the people who live in the local area. ● Begin to understand our responsibilities in taking care of the world around us. E.g. picking up litter. <ul style="list-style-type: none"> ○ Begins to understand what ‘responsibility’ is. ● Begin to understand how good deeds can have an impact on others. <ul style="list-style-type: none"> ○ Understand the terms ‘good deeds’ and ‘impact’ ● Begin to suggest ways of helping others. E.g. in the classroom, local community and ways to look after our world. 	<ul style="list-style-type: none"> ● Recognise and discuss some religious actions. E.g. Christian Aid, Tikkum Olam, Idabah. ● Can suggest ways of helping others and explain the impact of these things. E.g. in the classroom, local community and around the world.

Appendix A

Glossary

Abrahamic	Christianity, Islam, and Judaism recognise the Prophet Abraham as part of their religion.
Artefacts	An object that can have religious, cultural or personal significance. Used in worship, festivals, rites of passage, or as daily reminders of beliefs and traditions.
Ceremonies <i>Some examples:</i>	<p>Ceremony: a formal religious occasion celebrating a particular event, achievement, or anniversary.</p> <p>Wedding: a marriage ceremony</p> <p>Christening: religious service held in churches and conducted by priests or vicars, welcoming someone into the Christian church by baptism.</p> <p>Bar and Bat Mitzvah: <i>Bar</i> and <i>Bat</i> Mitzvah ceremonies mark the transition into adulthood for young Jews. Bar – Boys, Bat – girls. Aged 13.</p>
Christianity	Christianity is focussed on the life and teachings of Jesus, who Christians believe to be the Son of God
Community	A group of people living in the same place or having a particular characteristic in common
Diwa Lamp	Lamps lit during the festival of Diwali to symbolise prosperity in the new year
God	(in Christianity and other monotheistic religions) the creator and ruler of the universe and source of all moral authority
Good deed	A good deed is an action you take for the betterment of another person or society
Hinduism	A religion originating in India. Central to Hinduism is the belief in the Gods Brahman, Vishnu and Shiva. Hindus believe that life is a cycle of birth, death, and rebirth.
Idabah	(worship and belief in action) in the Muslim community
Islam	Followers of Islam are called Muslims. Muslims believe there is one true God Allah (the Arabic word for God).
Judaism	Jews believe that there is only one God. Jews believe God gave Moses a set of rules which they should live by, including the Ten Commandments. Moses is the most important Jewish prophet.
Mitzvot	Commandment from God to be performed as a religious duty (Judaism)
Monotheism	The belief that there is only one God
Religious Clothing <i>Some examples:</i>	<p>Items of clothing worn by religious people to show they are a part of that religion, or because of rules set out by those religions.</p> <p>Islam:</p> <p>Kurtah: a long white cotton shirt.</p> <p>Hijab: A head scarf, worn by some Muslim women, which leaves the face exposed.</p>

	<p>Burka: Covers the face and the entire body.</p> <p>Ghutra: A square or rectangular headscarf worn by men, along with a rope band (usually black) to fasten it in place.</p> <p><u>Sikhism:</u></p> <p>Turban: Required headwear for a Sikh man. A turban is optional for a Sikh woman who may choose instead to wear a scarf, alone, or over a turban.</p> <p><u>Judaism:</u></p> <p>Kippah: Cap worn by men.</p> <p><u>Hinduism:</u></p> <p>Angarkha: Short coats worn by men.</p> <p>Sari: Long scarf or robe worn by women.</p>
<p>Religious Festivals <i>Some examples:</i></p>	<p>Festival: a time of special importance to religions.</p> <p>Diwali: Diwali is the festival of Lights, celebrated by millions of Hindus, Sikhs and Jains. Diwali is a festival of new beginnings and the triumph of good over evil and light over darkness.</p> <p>Easter: celebrates the Resurrection of Jesus</p> <p>Eid: Eid ul-Adha is the Islamic celebration of sacrifice. It is celebrated for three to four days. It is a special time for prayer, spending time with family and giving presents.</p> <p>Christmas: celebrates the birth of Jesus</p> <p>Yom Kippur: Yom Kippur means Day of Atonement. It is the most sacred day in the Jewish calendar. Yom Kippur is a day to reflect on the past year and ask God's forgiveness for any sins. Jews do not work or go to school on this day.</p>
<p>Religious Places <i>Some examples:</i></p>	<p>Significant places in which people can go to worship or celebrate their religion.</p> <p>Temple: Hinduism</p> <p>Judaism: Synagogue</p> <p>Mosque: Islam</p> <p>Church: Christianity</p>
<p>Religious Stories <i>Some examples:</i></p>	<p>A symbolic or significant narrative found in different religious texts.</p> <p>Christianity: Noah's Ark, Adam and Eve, David and Goliath, Nativity Story, The Good Samaritan</p> <p>Hinduism: Rama and Sita (Diwali)</p>

Religious Texts: <i>Some examples:</i>	Special books, texts or documents, sacred to members of a particular religion. Torah: Judaism Bible: Christianity Qur'an: Islam Sama Veda: Hindu collection of poems that are chanted or sung. Rig Veda: Hindu collection of hymns dedicated to the ancient gods.
Ritual	A ceremony or action performed in a specific way. Many rituals have a religious significance and are part of the religion or traditions of a community.
Routine	a sequence of actions regularly followed
Sikhism	A religion originating in India and Pakistan. Sikhs believe in one God who guides and protects them.
Symbols <i>Some examples:</i>	Symbols are used within religions to point to or explain something more clearly. Star and crescent: Islam Khanda: Sikhism Cross: Christianity Star of David: Judaism
Tikkun Olam	A concept in Judaism, which refers to actions or good deeds intended to repair and improve the world
Worship	Worship is any act that shows devotion to faith, for example: attending church, praying, fasting, singing hymns etc.

Appendix B

Agreed Syllabus for Religious Education 2020-25 Statements

During Key Stage One pupils should be taught the knowledge and skills in order to understand Christianity and at least one other religion.

Theme: Core Beliefs, Ideas and Symbols

- Pupils should have the opportunity to learn about and understand the main beliefs/concepts and teachings of the religions studied. For example:
 - core concepts and ideas such as beliefs about God, Allah, creation, mitzvot
 - principal sources of authority such as the Bible, Torah, Qur'an
 - important stories - Old Testament stories, New Testament stories, The Night of Power, Rama and Sita;
 - significant religious leaders such as Moses, David, Muhammad, Esther, Ibrahim
 - important symbols and artefacts such as Ner Tamid, prayer beads, cross.

Theme: Expression of Faith

- Pupils should have the opportunity to learn about how people express their belief and faith as individuals, groups, and communities. For example:
 - through worship at home
 - worship and attendance at a place of worship- synagogue, man dir, mosque, church
 - major celebrations and festivals such as Easter, Christmas, Eid ul Fitr, Sukkot, Hanukkah, Diwali.

Theme: Identity and daily life

- Pupils should have the opportunity to learn about the daily lives of religious people and how they reflect their religion and sense of belonging. For example:
 - the daily life of a Christian, Muslim, or Jewish child
 - special clothes, food, personal devotion;
 - rituals and traditions that mark important events – birth customs.

Theme: Social Action - putting beliefs into action

- Pupils should have the opportunity to learn about how people of faith put their beliefs into practice individually, as communities and organisations. For example:
 - Tikkun Olam

- Christian Aid
- Idabah (worship and belief in action) in the Muslim community
- how different communities and organisations work together to make the world a better place
- the impact of religions on culture and society

Theme: Ask big questions and make connections

- Pupils should have the opportunity to think about “big questions” about meaning, purpose and truth, identity, similarities, and differences between the religions studied, their own lives and the world around them. For example:
 - consider issues of right and wrong
 - talk about how people should live their lives
 - share their own ideas about God and the world