

Religious Education Knowledge and Skills progression

RE is delivered through a combination of the [Understanding Christianity](#) resource and the [Discovery RE](#) scheme. Both of which are enquiry based approaches to teaching and the skills are revisited throughout each enquiry. Revisited vocabulary from prior learning is indicated in bold.

Knowledge

Half term	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Know what makes people special.	Know the creation story. Know some ways Christians behave towards nature and the environment.	Know a bible story that shows kindness.	Know what happens during Divali.	Know the special relationship between Jews and God and the promises they make to each other.	Know how Hindu's show a commitment to God.	Know how Muslims show commitment to God.
Autumn 2	Know what Christmas is about.	Know that Jesus is God and was born in Bethlehem. Know that Christians celebrate Jesus' birth.	Know that the Bible points out Jesus' birth showed that he was extraordinary. Know that Advent is a time of getting ready for Jesus' coming.	Know that Christians believe that God is Trinity: Father, Son and Holy Spirit. Know that Christians believe The Father creates; he sends the son who saves his people; the Son sends the Holy Spirit to his followers. Know that Christians worship God as	Know that Jesus the Son of God, is seen by Christians as revealing what God the Father is like. Know that Christians find understanding God is challenging; people spend their whole lives learning more and more about God. Know that Christians believe the Holy Spirit is	Know that Jesus was Jewish. Know that Christians believe Jesus is God in the flesh. Know that Christians believe that his birth, life, death and resurrection were part of a longer plan by God to restore the relationship between humans and God.	Know that The Old Testament talks about a 'rescuer' or 'anointed one' - a messiah. Some texts talk about what this 'messiah' would be like. Know that Christians believe that Jesus fulfilled these expectations, and that he is the Messiah. (Jewish people do not think Jesus is the

<p>Spring 1</p>	<p>Know ways people celebrate in different religions.</p>	<p>Know times when it is easy and times when it difficult to show friendship. Know times when Jesus may have found it difficult to be friends.</p>	<p>Know that Jews and God have a special relationship. Know the promise made between the Jews and God.</p>	<p>Trinity. It is a huge idea to grasp and Christian have created art to help to express this belief.</p> <p>Know a bible story about a miracle.</p>	<p>God's power at work in the world and in their lives today, enabling them to follow Jesus.</p> <p>Know Kashrut (food laws). Know how this helps Jews show God they value their special relationship with Him.</p>	<p>Know that most Hindu's have a personal God. Know what Hindu's teach their children about God.</p>	<p>Messiah.) Know that Christians see Jesus as their saviour.</p> <p>Know about the belief of eternity.</p>
<p>Spring 2</p>	<p>Know what Easter is about.</p>	<p>Know that Easter is very important in the 'big story' of the Bible. Know that Christians believe Jesus rose again, giving people hope of a new life.</p>	<p>Know that Jesus showed that he was willing to forgive all people, even for putting him on the cross. Know that Christians believe Jesus builds a bridge between God and humans.</p>	<p>Know that the various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to earth to do. Know that Christians remember and celebrate Jesus' last week, death and resurrection.</p>	<p>Know that Christians see Holy Week as the culmination of Jesus' earthly life, death and resurrection. Know that Christians today trust that Jesus really did rise from the dead, and so is still alive today.</p>	<p>Know that The New Testament says that Jesus' death is somehow 'for us'. Know that Christians interpret this in a variety of ways; for example, as a sacrifice for sin, as a victory over sin, rescuing the lost and leading them to God; leading them from darkness to light. Know that Christians remember Jesus'</p>	<p>Know that Christians read the 'big story' of the bible as pointing out the need for God to save people. The salvation includes the ongoing restoration of humans' relationship with God. Know that The Gospels give accounts of Jesus' death and resurrection. Know that belief in Jesus resurrection</p>

<p>Summer 1</p>	<p>Know some religious stories.</p>	<p>Know what happens during Shabbat and why it is important to Jewish children.</p>	<p>Know the celebration of Passover. Know how this helps Jews show God they value their special relationship with Him.</p>	<p>Know Hindu's belief in one God with many different aspects.</p>	<p>Know how Jews show commitment to God. Know ways that Jews put their belief into practice.</p>	<p>sacrifice through the service of Holy Communion (also called the Lord's Supper, the Eucharist or the Mass.)</p> <p>Know the belief of Karma, Samsara and Moshka. Know the impact some beliefs have on Hindu's lives.</p>	<p>confirms to Christians that Jesus is the incarnate Son of God, but also that death is not the end. Know this belief gives Christians hope for life with God, starting now and continuing in a new life (heaven).</p> <p>Know the concept of Jihad. Know how this can be interpreted differently leading to different actions and consequences.</p>
<p>Summer 2</p>	<p>Know what makes places special.</p>	<p>Know what happens during Chanukah.</p>	<p>Know different ways in which Jews show their commitment to God.</p>	<p>Know the significance of the Rive Ganges for a Hindu and a non-Hindu.</p>	<p>Know the importance of the Church to Christian people.</p>	<p>Know how Christians show their commitment to God.</p>	

Skills

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<p>Knowledge and Understanding of the religions studied - AT1</p> <p>These correlate to the scheme lesson plans in the following ways: Making sense of the text / beliefs in Understanding Christianity Scheme Blue text in Discovery RE Scheme</p>	<p>Respond through talk, gesture and play about religious stories, objects, people and practices.</p> <p>Explore religious celebrations.</p>	<p>Recount outlines of some religious stories</p> <p>Recognise features of religious life and practice</p>	<p>Retell religious stories and identify some religious beliefs and teachings</p> <p>Identify some religious practices, and know that some are characteristic of more than one religion</p>	<p>Describe some religious beliefs and teachings of religions studied, and their importance</p> <p>Describe how some features of religions studied are used or exemplified in festivals and practices</p>	<p>Describe the key beliefs and teachings of the religions studied, connecting them accurately with other features of the religions making some comparisons between religions</p> <p>Show understanding of the ways of belonging to religions and what these involve</p>	<p>Explain how some beliefs and teachings are shared by different religions and how they make a difference to the lives of individuals and communities</p> <p>Explain how selected features of religious life and practice make a difference to the lives of individuals and communities</p>	<p>Make comparisons between the key beliefs, teachings and practices of the Christian faith and other faiths studied, using a wide range of appropriate language and vocabulary.</p> <p>Explain in detail the significance of Christian practices, and those of other faiths studied, to the lives of individuals and communities.</p>

<p>Learning from the religions studied - AT2</p> <p>These correlate to the scheme lesson plans in the following ways:</p> <p>Understanding the impact in Understanding Christianity Scheme</p> <p>Red text in Discovery RE Scheme</p>	<p>Identify ways people celebrate.</p> <p>Use their imagination and curiosity to develop their interest in the world around them.</p>	<p>Recognise some religious symbols and words</p> <p>Identify aspects of own experience and feelings, in religious material studied</p>	<p>Recognise meanings in religious symbols, language and stories</p> <p>Respond sensitively to the experiences and feelings of others, including those with a faith</p>	<p>Make links between religious symbols, language and stories and the beliefs or ideas that underlie them</p> <p>Compare aspects of their own experiences and those of others, identifying what influences their lives</p>	<p>Show, using religious vocabulary, how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for some symbols, stories and language</p> <p>Ask questions about the significant experiences of key figures from religions studied and suggest answers from own and others' experiences, including believers</p>	<p>Explain how some forms of religious expression are used differently by individuals and communities</p> <p>Make informed responses to questions of identity and experience in the light of their learning</p>	<p>Compare the different ways in which people of faith communities express their faith.</p> <p>Discuss and express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths.</p>
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<p>Personal resonance with or reflection on the religions studied - AT2</p> <p>These correlate to the scheme lesson plans in the following ways: Making connections in Understanding Christianity Scheme Green text in Discovery RE scheme</p>	<p>Ask questions and make comment about the world in which they live.</p> <p>Identify and share the joy of a special time they celebrate.</p>	<p>Identify things they find interesting or puzzling, in religious materials studied</p> <p>Identify what is of value and concern to themselves, in religious material studied</p>	<p>Realise that some questions that cause people to wonder are difficult to answer</p> <p>Respond sensitively to the values and concerns of others, including those with a faith, in relation to matters of right and wrong</p>	<p>Compare their own and other people's ideas about questions that are difficult to answer</p> <p>Make links between values and commitments, including religious ones, and their own attitudes or behaviour</p>	<p>Ask questions about puzzling aspects of life and experiences and suggest answers, making reference to the teaching of religions studied</p> <p>Ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues</p>	<p>Make informed responses to questions of meaning and purpose in the light of their learning</p> <p>Make informed responses to people's values and commitments (including religious ones) in the light of their learning</p>	<p>Express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths.</p> <p>Make informed responses to people's values and commitments (including religious ones) in the light of their learning They will use different techniques to reflect deeply</p>
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Vocabulary

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Key</p> <p>Vocabulary in bold is revisited from previous year groups.</p>	<p>Jesus, Moses,</p> <p>Christianity, Mary, Joseph,</p>	<p>God Creation,</p> <p>Incarnation, Bethlehem</p> <p>Zacchaeus,</p>	<p>Samaritan, Parable,</p> <p>Incarnation, Advent,</p>	<p>Divali, Temple,</p> <p>Advent, Incarnation, Trinity</p>	<p>Covenant, Ten commandments, Torah, Synagogue, Rabbi,</p>	<p>Mantra, Brahman, Vedas, Dharma, Karma,</p> <p>Advent, Incarnation,</p>	<p>Five Pillars, Zakah, Sawm, Qur'an, Hajj,</p>

<p>Each faith has its own colour.</p> <p>Christianity Judaism Hinduism Islam Sikhism</p>	<p>Nativity Christmas, God,</p> <p>Nowruz, Holi, Vishnu</p> <p>Easter, Cross, Tomb,</p> <p>Parable, Allah, Brahmin, Sadhana, Guru Nanak</p> <p>Church, Christians, Mosque, Muslims, Qur'an, Synagogue, Jews</p>	<p>Mary, Martha, Lazarus</p> <p>Salvation, Palm Sunday, Palm cross,</p> <p>Jewish Shabbat, Challah,</p> <p>Chanukah, Chanukiah, Driedel, Latkes, Synagogue, Jews</p>	<p>Pesach (Passover), Sedar, Exodus, Kosher</p> <p>Salvation, Holy Week, Resurrection, Saviour forgive</p> <p>Covenant, Abraham, Isaac, Ten Commandments, Shema, Mezuzah,</p> <p>Torah, Shabbat, Bar Mitzvah, Bat Mitzvah, Mitzvot, Tu B'Shevat</p>	<p>Miracle, Salvation, Palm Sunday, Holy Week, Last Supper, Maundy Thursday, Good Friday, Disciples,</p> <p>Brahman, Trimurti, Puja, Omnipresent,</p> <p>Ganges, Pilgrimage,</p>	<p>Tallit, Mezuzah, Shema,</p> <p>Christingle, Incarnation, Trinity</p> <p>Pesach (Passover), Exodus, Kashrut, Kosher,</p> <p>Holy Week, The Last Supper, Salvation, Resurrection</p> <p>Tu B'Shevat, Church, Baptism, Eucharist/Holy Communion,</p>	<p>resurrection</p> <p>Trimutri, Lakshmi, Puja, Atman, Avatar, Chadogya Upanishad,</p> <p>Salvation, Sacrifice Holy Communion</p> <p>Samsara, Moksha, Bhagavad Gita, Upanishads, Sadhu, Ten Commandments, Confirmation, Lord's Prayer</p>	<p>Incarnation, Holy Spirit, Carols, Messiah</p> <p>Agape, Ten Commandments,</p> <p>Restoration, Salvation,</p> <p>Akhira, Muhammed, Jihad</p>
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