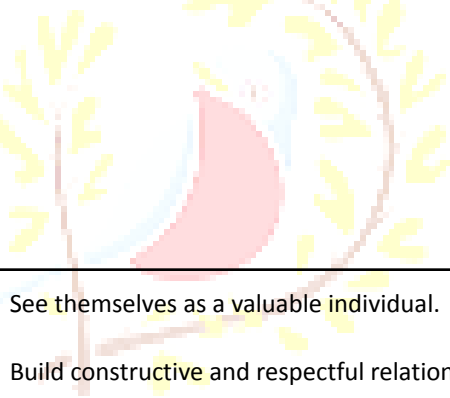


## Knowledge, Skills and Understanding Progression maps

### RE

<b>EYFS</b>			
<b>Christians</b>	<b>Believing</b>	<b>Expressing</b>	<b>Living</b>
	<b>Religious beliefs, teachings, sources; questions about meaning, purpose and truth</b>	<b>Religious and spiritual forms of expression; questions about identity and diversity</b>	<b>Religious practice and ways of living; questions about values and commitments</b>
<b>Nursery</b>	<p>(PSED) Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Continue developing positive attitudes about the differences between people.</p>		<p>(UTW)</p> <p>Develop their sense of responsibility and membership of a community.</p>
<b>Reception</b>	<p>Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>See themselves as a valuable individual.</p> <p>Build constructive and respectful relationships.</p> <p>Express their feelings and consider the feelings of others.</p>	<p>Understand that some places are special to members of their community.</p>
<b>ELG</b>		<p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others' needs.</p>	<p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p>

# Knowledge, Skills and Understanding Progression maps

## RE

KS1			
Year 1 Christians & Muslims	Knowing about and understanding religions and world views	Expressing and communicating ideas related to religions and worldviews	Gaining and deploying the skills for studying religions and worldviews
<b>Key Question: 1.1</b>	<b>Who is a Christian and what do they believe? (Believing)</b>		
<b>Year 1</b>	<p>Talk about the fact that Christians believe in God and follow the example of Jesus.</p> <p>Recognise some Christian symbols and images used to express ideas about God (A3).</p> <p>Talk about simple ideas about Christian beliefs, God and Jesus (A1).</p> <p>Retell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means (A2).</p> <p>Make links between what Jesus taught and what Christians believe and do (A2).</p>	<p>Respond thoughtfully to a piece of Christian music and bible text that inspired it.(B1)</p>	<p>Talk about issues of good and bad, right and wrong, arising from stories (C3).</p> <p>Ask some questions about believing in God and offer some ideas of their own (C1).</p>
<b>Key Question 1.5</b>	<b>What makes some places sacred? (Expressing)</b>		
<b>Year 1</b>	<p>Recognise that there are special places where people go to worship, and talk about what people do there (A1). Identify at least three objects used in worship in two religions (A3).</p> <p>Identify special objects found in a place where people worship and be able to say something about what they mean and how they are used (A3).</p> <p>Suggest meanings to religious songs, responding sensitively to ideas about thanking and praising (A2).</p>	<p>Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe (B2).</p> <p>Ask good questions during a school visit about what happens in a church, synagogue or mosque (B1).</p> <p>Show that they have begun to be aware that some people regularly worship God in different ways and different places (B3).</p>	<p>Describe some of the ways in which people use music in worship, and talk about how different kinds of music make them feel (C1).</p>

## Knowledge, Skills and Understanding Progression maps

### RE

<b>Key Question: 1.7</b>	<b>What does it mean to belong to a faith community? (Living)</b>		
<b>Year 1</b>	<p>Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers (A3).</p> <p>Give an account of what happens at a traditional infant baptism/dedication and suggest what the actions and symbols mean (A1).</p>	<p>Talk about what is special and of value about belonging to a group that is important to them (B2). Show an awareness that some people belong to different religions (B1).</p> <p>Give examples of ways in which believers express their identity and belonging within faith communities, responding sensitively to differences (B2). Identify some similarities and differences between ceremonies studied (B3).</p>	Respond to examples of co-operation between different people (C2)
	<b>Knowing about and understanding religions and world views</b>	<b>Expressing and communicating ideas related to religions and worldviews</b>	<b>Gaining and deploying the skills for studying religions and worldviews</b>
<b>Key Question: 1.6 Y1 &amp; Yr2</b>	<b>How and why do we celebrate special and sacred times? (Expressing) (See also Easter provision map )</b>		
<b>Year 1 and 2</b>	<p>Identify a special time they celebrate and explain simply what a celebration is (A1).</p> <p>Talk about ways in which Jesus/Mohammad was a special person who Christians/Muslims believe is the Son of God/Holy Prophet (A2).</p> <p>Identify some ways Christians/Muslims celebrate Christmas/Easter/Pentecost/Harvest or Eid ul Fitr/ Rammadan/ Eid al Adha and some ways a festival is celebrated in another religion (A1).</p> <p>Re-tell stories connected with Christmas/Easter/Harvest/Pentecost Eid ul Fitr/ Rammadan/ Eid al Adha or and a festival in another religion and say why these are important to believers (A2).</p>	<p>Ask questions and suggest answers about stories to do with Christian/Muslim festivals and a story from a festival from another religion (B1).</p> <p>Identify some similarities and differences between the celebrations studied.</p>	Collect examples of what people do, give, sing, remember or think about at the religious festivals studied, and say why they matter to believers (C1).

## Knowledge, Skills and Understanding Progression maps

### RE

	Suggest meanings for some symbols and actions used in religious celebrations, including Easter/Christmas/Chanukah and/or Eid ul Fitr (A3).		
<b>Key Question: 1.8 Yr 1 &amp; Yr 2</b>	<b>How should we care for others and the world, and why does it matter? (Living)</b>		
<b>Year 2</b>	<p>Recognise that some people believe that God created the world so we should look after it.</p> <p>Re-tell Bible stories and stories from another faith about caring for others and the world (A2).</p>	<p>Give examples of ways in which believers put their beliefs about others and the world into action, making links with religious stories (B1).</p> <p>Identify the ways that some people make a response to God by caring for others and the world (B1).</p> <p>Talk about how religions teach that people are valuable, giving simple examples (B1).</p>	<p>Talk about the issues of good and bad, right and wrong arising from the stories (C3).</p> <p>Talk about some texts from different religions that promote the 'Golden rule', and think about what would happen if people followed this rule more (C2).</p> <p>Use creative ways to express their own ideas about the creation story and what it says about what God is like (C1).</p> <p>Answer the title question thoughtfully, in the light of their learning in this unit (C1).</p>
<b>Key Stage 1 Year 2 Christians Muslims</b>	<b>Knowing about and understanding religions and world views</b>	<b>Expressing and communicating ideas related to religions and worldviews</b>	<b>Gaining and deploying the skills for studying religions and worldviews</b>
<b>Key Question: 1.2</b>	<b>Who is a Muslim and what do they believe? (Believing)</b>		
<b>Year 2</b>	<p>Talk about the fact that Muslims believe in God (Allah) and follow the example of the Prophet Muhammad and identify some ways Muslims mark Ramadan and celebrate Eid-UI- Fitr (A1).</p> <p>Recognise that Muslims do not draw Allah or the Prophet but use calligraphy to say what God is like (A3).</p>	<p>Identify some ways Muslims mark Ramadan and celebrate Eid-UI-Fitr and how this might make them feel (B1).</p>	<p>Ask some questions about God that are hard to answer and offer some ideas of their own (C1).</p>

## Knowledge, Skills and Understanding Progression maps

### RE

	<p>Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 names of Allah (A1). Retell a story about the life of Muhammad (A2). Recognise some objects used by Muslims and suggest why they are important (A2).</p> <p>Make links between what the Holy Qu'ran says and how Muslims behave (A2).</p>		
<b>Key Question: 1.4</b>	<b>What can we learn from sacred books? (Believing)</b>		
<b>Year 2</b>	<p>Talk about some of the stories that are used in religion and why people still read them (A2).</p> <p>Make links between the messages within sacred texts and the way people live (A2).</p>	<p>Recognise some ways in which Christians, Muslims and Jewish people treat their sacred books (B3).</p> <p>Recognise that sacred texts contain stories which are special to many people and should be treated with respect (B3).</p> <p>Re-tell stories from the Christian Bible and stories from another faith; suggest the meanings of these stories (B3).</p>	<p>Ask and suggest answers to questions arising from stories Jesus told and from another religion (C1).</p> <p>Talk about issues of good and bad, right and wrong arising from the stories (C3).</p> <p>Suggest their own ideas about stories from sacred texts and give reasons for their significance (C1).</p>

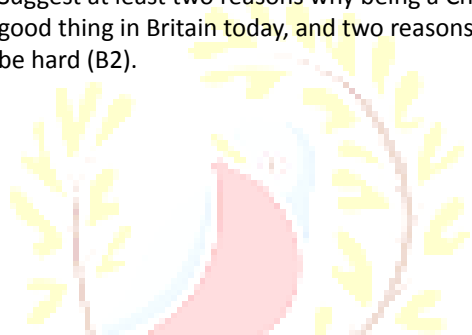
# Knowledge, Skills and Understanding Progression maps

## RE

<b>KS2</b>			
LKS2 Christians Muslims Hindus	Knowing about and understanding religions and world views	Expressing and communicating ideas related to religions and worldviews	Gaining and deploying the skills for studying religions and world views
<b>Key Question L2.1:</b>	<b>What do different people believe about God? (Believing)</b>		
<b>Year 3</b>	<p>Re-tell and suggest the meanings of stories from sacred texts about people who encountered God (A1).</p> <p>Describe some of the ways in which Christians Hindus and/or Muslims describe God (A1).</p>	<p>Identify beliefs about God that are held by Christians, Hindus and/or Muslims (B1)</p> <p>Suggest why having a faith or belief in something can be hard (B2).</p> <p>Identify how and say why it makes a difference in people's lives to believe God (B1).</p> <p>Identify some similarities and differences between ideas about what God is like in different religions (B3).</p>	<p>Ask questions and suggest some of their own responses to ideas about God (C1).</p> <p>Discuss and present their own ideas about why there are so many ideas about God and express their own understanding of God through words, symbols and art (C1).</p>
<b>Key Question L2.4:</b>	<b>Why do people pray? (Expressing)</b>		
<b>Year 3</b>	<p>Describe what some believers do when they pray (A1).</p> <p>Describe the practice of prayer in the religions studied (A2).</p> <p>Make connections between what people believe and what people do when they pray (A3).</p> <p>Consider and evaluate the significance of prayer in the lives of people today.</p>	<p>Respond thoughtfully to examples of how praying helps religious believers (B2)</p> <p>Describe ways in which prayer can comfort and challenge believers (B2).</p> <p>Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray (B3)</p> <p>Explain similarities and differences between how people pray (B3).</p>	

## Knowledge, Skills and Understanding Progression maps

### RE

Key Question L2.7:	What does it mean to be a Christian in Britain today? (Living)		
Year 3	<p>Identify and name examples of what Christians have and do in their families and at a church to show their faith (A3).</p> <p>Describe some examples of what Christians do to show their faith and what, and make connections with some Christian beliefs and teachings (A1). Describe some ways in which Christians express their faith through hymns and modern worship songs.</p> <p>Explain similarities and differences between at least two different ways of worshipping in two different Christian churches.</p>	<p>Ask good questions about what Christians do to show their faith (B1).</p> <p>Suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard (B2).</p> 	<p>Discuss links between the actions of Christians helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2).</p> <p>Discuss and present ideas about what it means to be a Christian in Britain today, making links with their own experiences (C1).</p>
Key Question L2.5 :	Why are festivals so important to religious communities? (Expressing)		
Y3/4	<p>Re-tell some stories behind festivals (e.g. Christmas, Divali, Pesach) (A2).</p> <p>Make connections between stories, symbols and beliefs with what happens in at least two festivals (A2).</p> <p>Identify similarities and differences in the way festivals are celebrated with and between religions (A3).</p>	<p>Recognise and identify some differences between religious festivals and other types of celebrations (B2).</p> <p>Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid) (B2).</p> <p>Suggest how and why religious festivals are valuable to many people (B2).</p>	<p>Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives (C1).</p> <p>Discuss and present their own responses about the role of festivals in the life of Britain today, showing their understanding of the values and beliefs at the heart of each festival studied, using a variety of media (C2).</p>
Key Question L2.3:	Why is Jesus so inspiring to some people? (Believing)		
Year 4	<p>Make connections between some of Jesus' teachings and the way Christians live today (A1).</p>	<p>Ask questions raised by the stories and life of Jesus and his followers today, and give examples of how Christians are inspired by Jesus (B1)</p>	<p>Suggest some ideas about good ways to treat others, arising from their learning (C3).</p>

## Knowledge, Skills and Understanding Progression maps

### RE

	<p>Describe how Christians celebrate Holy Week and Easter Sunday (B1).</p> <p>Give simple definitions of some key Christian terms 9e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter (A2).</p> <p>Make connections between the Easter story of Jesus and the wider 'big story' of the Bible (creation, the Fall, Incarnation, salvation – see unit L2.2), reflecting on why this inspires Christians.</p>	<p>Identify the most important parts of Easter for Christians and say why they are important (B1).</p>	<p>Present their own ideas about the most important attitudes and values to have today, making links with Christian values (C2).</p>
<b>Key Question L2.8</b>	<b>What does it mean to be a Hindu in Britain today? (Living)</b>		
<b>Year 4</b>	<p>Identify and name examples of what Hindus have and do in their families and at the mandir to show their faith (A3).</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 (A1).</p> <p>Describe some ways Hindus express their faith through puja, aarti and bhajans (A2).</p>	<p>Ask good questions about what Hindus do to show their faith (B1).</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 (B2).</p> <p>Explain similarities and differences between Hindu worship and worship in another religion tradition pupils have been taught (B3).</p>	<p>Discuss links between the actions of Hindus helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2).</p> <p>Discuss and present ideas about what it means to be a Hindu in Britain today, making links with their own experiences (C1).</p>
<b>Key Question L2.5a</b>	<b>How do people from religious and non-religious communities celebrate key festivals? (Expressing)</b>		
<b>Year 4</b>	<p>Describe how the way some people celebrate festivals might show something about their beliefs (A2).</p> <p>Identify some differences in the way festivals (e.g. Christmas) are celebrated within and between different religious and non-religious worldviews (A3).</p>	<p>Identify why members of the same religious or non-religious worldview might celebrate festivals differently or for different reasons (B1).</p>	<p>Raise important questions and suggest answers about how the celebrations studied might make a difference to how pupils think and live (C1).</p>



## Knowledge, Skills and Understanding Progression maps

### RE

UPPER KEY STAGE 2 Christians Muslims Hindus Jews aspects of Humanism	Knowing about and understanding religions and world views	Expressing and communicating ideas related to religions and worldviews	Gaining and deploying the skills for studying religions and worldviews
<b>Key Question U2.1</b>	<b>Why do some people believe God exists? (Believing)</b>		
<b>Year 5</b>	<p>Give two reasons why a Christian believes in God and why an atheist does not (A3).</p> <p>Outline clearly a Christian understanding of what God is like, using examples and evidence (A2).</p>	<p>Define theist, atheist and agnostic and give examples of statements that reflect this belief (B1).</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 challenging (B2).</p> <p>Express thoughtful ideas about the impact of believing or not believing in God on someone's life (B1).</p> <p>Explain how Christians sometimes disagree about what God is like, giving examples of how they interpret texts differently (B3).</p>	<p>Present different views on why people believe in God or not, including their own ideas (C1).</p> <p>Enquire into what some atheists, theists and agnostics say about God, expressing their own ideas and arguments, using evidence and examples (C1).</p>
<b>Key Question U2.2</b>	<b>What would Jesus do? (Can we live by the values of Jesus in the 21<sup>st</sup> Century?) (Believing)</b>		
<b>Year 5</b>	<p>Make connections between some of Jesus's teachings and the way Christians live today (A1).</p> <p>Outline Jesus' teaching on how his followers should live (A2).</p> <p>Explain the links between Jesus' death on the cross and Christian belief in love and forgiveness, giving reasons why Christians want to follow Jesus (A2).</p>	<p>Offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live (B3).</p>	<p>Discuss their own ideas about the importance of values to live by, comparing them to Christian ideas (C3).</p> <p>Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today (C3).</p> <p>Investigate and explain the challenges of following Jesus' teaching about love, forgiveness justice and/or generosity, expressing their own ideas (C3).</p>

## Knowledge, Skills and Understanding Progression maps

### RE

Key Question U2.6	What does it mean to be a Muslim in Britain today? (Living)		
Year 5	<p>Describe the 5 Pillars of Islam and give examples of how these affect the everyday lives of Muslims (A1).</p> <p>Make connections about Muslim practice the key functions of the of the Five Pillars and their beliefs about God and the Prophet Muhammad (A2).</p> <p>Describe the forms of guidance a Muslim uses and compare them to the forms of guidance experienced by the pupils (A2).</p> <p>Make connections between the key functions of the mosque and the beliefs of Muslims (A1).</p>	<p>Identify three reasons why the Holy Qu’ran is important to Muslims and how it makes a difference to how they live (B1).</p> <p>Describe and reflect on the significance of the Holy Qu’ran to Muslims (B1).</p> <p>Comment thoughtfully on the value and purpose of religious practices and rituals in a Muslim’s daily life (B1).</p>	<p>Answer the title key question from different perspectives, including their own.</p>
Key Question U2.10	Green religion: What can be done about climate and environment? (Living)		
Year 5	<p>Describe some key environmental problems and some key religious teachings about the Earth (A1).</p> <p>Make connections between beliefs about the earth and activist behaviour in different religions (A1)</p> <p>Explain similarities and differences between religious beliefs about the Earth (A1).</p>	<p>Respond sensitively to examples of green religious practice with ideas of their own (B2).</p> <p>Understand the challenges facing the planet and responses from different religions (B2).</p> <p>Consider and evaluate the contributions religions can make to environmental protection (B3).</p>	<p>Find out about two examples of religious projects seeking to have an environmental impact (C3).</p> <p>Discuss and describe their own and others’ ideas about the kinds of collaboration, activism and commitment needed to ‘save the Earth’ (C3).</p> <p>Express varied ideas about key questions to do with the need for ‘greener religions’ (C3).</p>
Key Question U2.9	What can be done to reduce racism? Can religion help? (Living)		
Year 6	<p>Describe examples of connections between anti-racism and religion (A1).</p>	<p>Understand the challenges racism presents to human communities and consider different religious responses (B2).</p>	<p>Discuss their own and others ideas about reducing racism and prejudice, informed by rich knowledge of case studies (C3).</p>

## Knowledge, Skills and Understanding Progression maps

### RE

<b>Key Question U2.5</b>	<b>Is it better to express your religion in arts and architecture or in charity and generosity? (Expressing)</b>		
<b>Year 6</b>	<p>Describe and make connections between examples of religious creativity (buildings and art)(A1).</p> <p>Outline how and why some Humanists criticise spending on religious buildings or art (A3).</p>	<p>Respond with ideas of their own to the title question(B2).</p> <p>Show an understanding of the value of sacred buildings and sacred art (B3).</p> <p>Suggest reasons why some believers see generosity and charity as more important than buildings and art (B2).</p>	<p>Find out about religious teachings, charities and ways of expressing generosity(C3).</p> <p>Apply ideas about values and from scriptures to the title question (C2).</p> <p>Examine the title question from different perspectives, including their own (C1).</p>
<b>Key Question U2.7</b>	<b>What matters most to Christians and Humanists? (Living)</b>		
<b>Year 6</b>	<p>Identify the values found in stories and texts (A2).</p> <p>Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples (A2).</p>	<p>Suggest ideas about why humans can be both good and bad, making links with Christian ideas (B3).</p> <p>Describe some Christian and Humanist values simply (B3).</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 (B2).</p> <p>Give examples of similarities and differences between Christian and Humanist values (B3).</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 (C3).</p> <p>Apply ideas about what really matters in life for themselves, including ideas about fairness, freedom, truth, peace in the light of their learning (C2).</p>