



## RE Knowledge Progression

### KNOWLEDGE *(known information)*

<b>Believing</b> Knowledge and understanding of the <b>different beliefs</b> of different faiths.	<b>Expressing</b> Knowledge and understanding of how people <b>express</b> their religious beliefs	<b>Living</b> Knowledge and understanding of what it <b>means</b> to people to <b>belong</b> to a faith community and how it affects the way people live their lives
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	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Believing			<p>Talk about some simple ideas about Christian beliefs about God and Jesus.</p> <p>Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means.</p> <p>Talk about issues of good and bad, right and wrong arising from the stories.</p> <p>Ask some questions about believing in God and offer some ideas of their own.</p> <p><i>Make links between what Jesus taught and what Christians believe and do. Respond thoughtfully to a piece of Christian music and a Bible text that inspired it.</i></p>	<p>Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah.</p> <p>Re-tell a story about the life of the Prophet Muhammad.</p> <p>Recognise some objects used by Muslims and suggest why they are important.</p> <p>Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel.</p> <p><i>Make links between what the Holy Qur'an says and how Muslims behave. Ask some questions about God that are hard to answer and offer some ideas of their own.</i></p>	<p>Describe some of the ways in which Christians Hindus and/or Muslims describe God.</p> <p>Ask questions and suggest some of their own responses to ideas about God.</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><i>Identify some similarities and differences between ideas about what God is like in different religions.</i></p> <p>Discuss and present their own ideas about why there are many ideas about God and express their own understanding of God through words, symbols and the arts.</p>	<p>Make connections between stories in the Bible and what Christians believe.</p> <p>Give examples of how and suggest reasons why those of faith communities use their respective Holy Book today.</p> <p>Describe some ways Christians say God is like, with examples from the Bible, using different forms of expression.</p> <p><i>Explain how the Bible uses different kinds of stories to tell a big story.</i></p> <p>Suggest why Christians believe that God needs to rescue/save human beings.</p>	<p>Express how an individual's faith has inspired them to live their life.</p> <p>Identify how and say why it makes a difference in people's lives to believe in God.</p> <p><i>Explain how their faith supported them during challenging times.</i></p>	<p>Outline clearly a Christian understanding of what God is like, using examples and evidence.</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.</p> <p>Express thoughtful ideas about the impact of believing or not believing in God on someone's life.</p> <p>Present different views on why people believe in God or not, including their own ideas.</p> <p><i>Explain how Christians sometimes disagree about what God is like, giving examples of how they interpret texts differently.</i></p> <p>Enquire into what some atheists, agnostics, theists say about God, expressing their own ideas/arguments, using evidence/ examples.</p>

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Expressing	<p>Recognise that people have different beliefs and celebrate special times in different ways</p> <p>Understand that some places are special to members of their community.</p>	<p>Recognise that people have different beliefs and celebrate special times in different ways</p> <p>Understand that some places are special to members of their community.</p>	<p>Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used.</p> <p>Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe.</p> <p>Describe some of the ways in which people use music in worship, and talk about how different kinds of music makes them feel.</p> <p>Ask good questions during a school visit about what happens in a church, synagogue or mosque.</p> <p>Suggest meanings to religious songs, responding sensitively to ideas about thanking and praising. Show that they have begun to be aware that some people regularly worship God in different ways and in different places.</p>	<p>Identify some ways Christians celebrate Christmas/ Easter/ Harvest/ Pentecost and some ways a festival is celebrated in another religion.</p> <p>Re-tell stories connected with Christmas/ Easter/ Harvest/ Pentecost and a festival in another religion and say why these are important to believers.</p> <p>Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion.</p> <p>Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers.</p> <p>Suggest meanings for some symbols and actions used in religious celebrations</p> <p>Identify some similarities and differences between the celebrations studied</p>	<p>Make connections between how believers feel about places of worship in different traditions.</p> <p>Select and describe the most important functions of a place of worship for the community.</p> <p>Give examples of how places of worship support believers in difficult times, explaining why this matters to believers.</p> <p>Present ideas about the importance of <i>people</i> in a place of worship, rather than the <i>place</i> itself.</p> <p>Outline how and why places of worship fulfil special functions in the lives of believers.</p> <p>Comment thoughtfully on the value and purpose of places of worship in religious communities.</p>	<p>Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions.</p> <p>Make connections between stories of temptation and why people can find it difficult to be good .</p> <p>Give examples of ways in which some inspirational people have been guided by their religion.</p> <p>Discuss their own and others' ideas about how people decide right and wrong.</p> <p>Explain some similarities and differences between the codes for living used by Christians and the followers of at least one other religion or non-religious belief system.</p> <p>Express ideas about right and wrong, good and bad for themselves, including ideas about love, forgiveness, honesty, kindness and generosity.</p>	<p>Make connections between stories, symbols and beliefs with what happens in at least two festivals.</p> <p>Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid).</p> <p>Identify similarities and differences in the way festivals are celebrated within and between religions.</p> <p>Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives.</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.</p> <p>Suggest how and why religious festivals are valuable to many people.</p>	<p>Describe and make connections between examples of religious creativity (buildings and art).</p> <p>Show understanding of the value of sacred buildings and art.</p> <p>Suggest reasons why some believers see generosity and charity as more important than buildings and art.</p> <p>Apply ideas about values and from scriptures to the title question.</p> <p>Outline how and why some Humanists criticise spending on religious buildings or art.</p> <p>Examine the title question from different perspectives, including their own.</p>

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Living		<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>	<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.</p> <p>Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean .</p> <p>Identify two ways people show they belong to each other when they get married.</p> <p>Respond to examples of co-operation between different people.</p> <p><b>Give examples of ways in which believers express their identity and belonging within faith communities, responding sensitively to differences.</b></p> <p>Identify some similarities and differences between the ceremonies studied.</p>	<p>Re-tell Bible stories and stories from another faith about caring for others and the world.</p> <p>Identify ways that some people make a response to God by caring for others and the world.</p> <p>Talk about issues of good and bad, right and wrong arising from the stories.</p> <p>Talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea 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><b>Give examples of ways in which believers put their beliefs about others and the world into action, making links with religious stories.</b></p> <p>Answer the title question thoughtfully, in the light of their learning in this unit.</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 Christian express their faith through hymns and modern worship songs.</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 sometimes.</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><b>Explain similarities and differences between at least two different ways of worshipping in two different Christian churches.</b></p> <p><b>Discuss and present ideas about what it means to be a Christian in Britain today, making links with their own experiences.</b></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>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.</p> <p>Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others.</p> <p><b>Explain similarities and differences between Hindu worship and worship in another religious tradition pupils have been taught. Discuss and present ideas about what it means to be a Hindu in Britain today.</b></p>	<p>Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad.</p> <p>Describe and reflect on the significance of the Holy Qur'an to Muslims.</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><b>Comment thoughtfully on the value and purpose of religious practices and rituals in a Muslim's daily life.</b></p> <p><b>Answer the title key question from different perspectives, including their own.</b></p>	<p>Describe some examples of what Jews do to show their faith, and make connections with some Jewish beliefs and teachings.</p> <p>Suggest at least two reasons why being a Jew is a good thing in Britain today, and two reasons why it might be hard sometimes.</p> <p>Discuss links between the actions of Jews in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others.</p> <p><b>Discuss and present ideas about what it means to be Jewish in Britain today.</b></p>