

Knowledge Progression in RE

<p>Statutory framework for the Early Years Foundation Stage states - Children in EYFS should encounter religious and non-religious worldviews through special people, books, times, places and objects and by visiting places of worship. They should listen to and talk about stories. Children can be introduced to subject-specific words and use all their senses to explore beliefs, practices and forms of expression. They ask questions and reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of, and wonder at, the world in which they live.</p>			
<p>Early Years Foundation Stage. (Years 3-4)</p>	<p>Communication and Language</p> <ul style="list-style-type: none"> • Develop their spoken language through quality conversation in a language-rich environment, gaining new vocabulary about religion and worldviews • Engage actively with stories, non-fiction, rhymes and poems from the RE field, taking opportunities to use and embed new words in a range of contexts • Share their ideas via conversation, storytelling and role play, responding to support and modelling from their teacher, and sensitive questioning that invites them to elaborate their thoughts in the RE field <p>Personal, Social and Emotional Development</p> <ul style="list-style-type: none"> • Observe and join in warm and supportive relationships with adults and learn how to understand their own feelings and those of others • Manage emotions and develop a positive sense of self, understanding their own feelings and those of others e.g. through religious story • Talk and think about simple values as they learn how to make good friendships, co-operate and resolve conflicts peaceably • Notice and respond to ideas about caring, sharing and kindness from RE content including stories, sayings and songs. <p>Physical Development</p> <ul style="list-style-type: none"> • Use and develop their motor skills through RE based arts and craft activities and, for example, small world play, visual representations of their ideas and thoughts, role play <p>Understanding the World</p> <ul style="list-style-type: none"> • Make sense of their physical world and their community, e.g. on visits to places of worship, or by meeting members of religious communities • Listen to a broad selection of stories, to foster understanding of our culturally, socially and ecologically diverse world. • Talk about the lives of people around them, understanding characters and events from stories. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read and experienced in class. 		
	<p>Reception</p>	<p>Believing – Discovering the World Which stories are special and why? Which people are special and why?</p>	<p>Expressing – Discovering the world Which places are special and why? Which times are special and why?</p>
<p>Early Learning Goals</p>	<p>Communication and Language</p> <ul style="list-style-type: none"> • Develop their spoken language through quality conversation in a language-rich environment, gaining new vocabulary about religion and worldviews • Engage actively with stories, non-fiction, rhymes and poems from the RE field, taking opportunities to use and embed new words in a range of contexts • Share their ideas via conversation, storytelling and role play, responding to support and modelling from their teacher, and sensitive questioning that invites them to elaborate their thoughts in the RE field • Become comfortable using a rich range of vocabulary and language structures in relation to RE content. 		

- Offer explanations and answers to 'why' questions about religious stories, non-fiction, rhymes, songs and poems.

Personal, Social and Emotional Development

- Observe and join in warm and supportive relationships with adults and learn how to understand their own feelings and those of others
- Manage emotions and develop a positive sense of self, understanding their own feelings and those of others e.g. through religious story
- Talk and think about simple values as they learn how to make good friendships, co-operate and resolve conflicts peaceably
- Notice and respond to ideas about caring, sharing and kindness from RE content including stories, sayings and songs.

Physical Development

- Use and develop their motor skills through RE based arts and craft activities and, for example, small world play, visual representations of their ideas and thoughts, role play

Understanding the World

- Make sense of their physical world and their community, e.g. on visits to places of worship, or by meeting members of religious communities
- Listen to a broad selection of stories, non-fiction, rhymes and poems to foster understanding of our culturally, socially and ecologically diverse world.
- Extend their knowledge and familiarity with words that support understanding of religion and belief
- Talk about the lives of people around them, understanding characters and events from stories.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read and experienced in class.
- Explore the natural world around them making observations of animals and plants, environments and seasons, making space for responses of joy, wonder, awe and questioning

Self Confidence and Self Awareness

- Children are confident to try new activities, and say why they like some activities more than others.
- They are confident to speak in a familiar group and will talk about their ideas.

Managing Feelings and Behaviours

- Children talk about how they and others show feelings.
- Children talk about their own and others' behaviour, and its consequences.
- Children know that some behaviour is unacceptable

Making Relationships

- Children know how to play cooperatively, taking turns with others.
- Children know how to take account of one another's ideas.

	Believing	Expressing	Living
MSSTT agreed syllabus KS1	<p>Know about and understand a range of religious and non-religious worldviews</p> <ul style="list-style-type: none"> Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities. 	<p>Express ideas and insights about the nature, significance and impact of religious and non-religious worldviews</p> <ul style="list-style-type: none"> Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves. Notice and respond sensitively to some similarities between different religious and non-religious worldviews. 	<p>Gain and deploy the skills needed to engage seriously with religious and non-religious worldviews.</p> <ul style="list-style-type: none"> Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry. Find out about and respond with ideas to examples of co-operation between people who are different. Find out about questions of right and wrong and begin to express their ideas and opinions in response
Year 1	<ul style="list-style-type: none"> Talk about some simple ideas about Christian beliefs about God and Jesus (A1). Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah (A1). Re-tell a story about the life of the Prophet Muhammad (A2). 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 (A3). Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion (A1). 	<ul style="list-style-type: none"> Respond thoughtfully to a piece of Christian music and a Bible text that inspired it (B1). Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel (B1). Talk about ways in which stories, objects, symbols and actions used in churches and mosques and show what people believe (B2). Ask good questions during a school visit about what happens in a church, synagogue or mosque (B1). Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion (B1). Identify ways that some people make a response to God by caring for others and the world (B1). 	<p>Talk about issues of good and bad, right and wrong arising from the stories (C3).</p> <p>Ask some questions about believing in God and offer some ideas of their own (C1).</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> <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 (C1).</p> <ul style="list-style-type: none"> Respond to examples of co-operation between different people (C2). Use creative ways to express their own ideas about the creation story and what it says about what God is like (C1).

	<ul style="list-style-type: none"> • Re-tell stories connected with Christmas/Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers (A2) 		
Year 2	<ul style="list-style-type: none"> • Re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories (A2). • Re-tell Bible stories and stories from another faith about caring for others and the world (A2). • Re-tell a story about the life of the Prophet Muhammad (A2). Recognise some objects used by Muslims and suggest why they are important (A2). • Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means (A2). • 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). • Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean (A1). • Identify two ways people show they belong to each other when they get married (A1). • Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion (A1). 	<ul style="list-style-type: none"> • Recognise some ways in which Christians, Muslims and Jewish people treat their sacred books (B3) • Recognise that sacred texts contain stories which are special to many people and should be treated with respect (B3). • Identify ways that some people make a response to God by caring for others and the world (B1). • Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe (B2). • Ask good questions during a school visit about what happens in a church, synagogue or mosque (B1). 	<ul style="list-style-type: none"> • Ask and suggest answers to questions arising from stories Jesus told and from another religion (C1). • Talk about issues of good and bad, right and wrong arising from the stories (C3). • Talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more (C2).

	Believing	Expressing	Living
MSSTT agreed syllabus LK2	<p>Know about and understand a range of religious and non-religious worldviews.</p> <ul style="list-style-type: none"> A1. Describe and make connections between different features of the religious and non-religious worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance. A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities. A3 Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning. 	<p>Express ideas and insights about the nature, significance and impact of religious and non-religious worldviews.</p> <ul style="list-style-type: none"> B1. Observe and understand varied examples of religious and non-religious worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities. B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives. B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religious and non-religious worldviews. 	<p>Gain and deploy the skills needed to engage seriously with religious and non-religious worldviews.</p> <ul style="list-style-type: none"> C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry. C2. Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect. C3. Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.
Year 3	<ul style="list-style-type: none"> Describe some of the ways in which Christians Hindus and/or Muslims describe God (A1) Describe how the way some people celebrate festivals might show something about their beliefs (A2). Identify some differences in the way festivals (e.g. Christmas) are celebrated within and between different religious and non-religious worldviews (A3). Suggest why some people see life as a journey and identify some of the key milestones on this journey (A2). Describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean (A3). Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings (A1). 	<ul style="list-style-type: none"> Suggest why having a faith or belief in something can be hard (B2). Identify how and say why it makes a difference in people's lives to believe in God (B1). Identify why members of the same religious or non-religious worldview might celebrate festivals differently or for different reasons (B1). Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people (B2). 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 (B2). 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). 	<ul style="list-style-type: none"> Ask questions and suggest some of their own responses to ideas about God (C1). Raise important questions and suggest answers about how the celebrations studied might make a difference to how pupils think and live (C1). Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief (C1). 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 (C2). 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 (C2).

	<ul style="list-style-type: none"> • Describe some ways in which Christians express their faith through hymns and modern worship songs (A2). • 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). • Describe some ways in which Hindus express their faith through puja, aarti and bhajans (A2). • Make connections between stories of temptation and why people can find it difficult to be good (A2). 	<ul style="list-style-type: none"> • Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions (B1). • Give examples of ways in which some inspirational people have been guided by their religion (B1). 	<ul style="list-style-type: none"> • Discuss their own and others' ideas about how people decide about right and wrong (C3).
Year 4	<ul style="list-style-type: none"> • Make connections between some of Jesus' teachings and the way Christians live today (A1). • Describe how Christians celebrate Holy Week and Easter Sunday (A1). • Give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter (A2). • Describe the practice of prayer in the religions studied (A2). • Make connections between what people believe about prayer and what they do when they pray (A3). • Make connections between stories, symbols and beliefs with what happens in at least two festivals (A2). • Identify similarities and differences in the way festivals are celebrated within and between religions (A3). • Make links between the Exodus story and Jewish beliefs about God and his relationship with the Jewish people (A3). 	<ul style="list-style-type: none"> • Identify the most important parts of Easter for Christians and say why they are important (B1). • Ask questions raised by the stories and life of Jesus and followers today; give examples of how Christians are inspired by Jesus (B1). • Describe ways in which prayer can comfort and challenge believers (B2). • Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray (B3). • Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid) (B2). • Describe how Jewish people show their beliefs through worship in festivals, both at home and in wider communities (B1). 	<ul style="list-style-type: none"> • Suggest some ideas about good ways to treat others, arising from their learning (C3). • Present their own ideas about the most important attitudes and values to have today, making links with Christian values (C2). • Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives (C1). • Explore and suggest ideas about what is worth celebrating and remembering for Jewish people, and in pupils' own lives (C1).

	Believing	Expressing	Living
MSSTT agreed syllabus UK2	<p>Know about and understand a range of religious and non-religious worldviews.</p> <ul style="list-style-type: none"> A1. Describe and make connections between different features of the religious and non-religious worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance. A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities. A3 Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning 	<p>Express ideas and insights about the nature, significance and impact of religious and non-religious worldviews.</p> <ul style="list-style-type: none"> B1. Observe and understand varied examples of religious and non-religious worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities. B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives. B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religious and non-religious worldviews 	<p>Gain and deploy the skills needed to engage seriously with religious and non-religious worldviews.</p> <ul style="list-style-type: none"> C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry. C2. Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect. C3. Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.
Year 5	<ul style="list-style-type: none"> Outline clearly a Christian understanding of what God is like, using examples and evidence (A2). Outline Jesus' teaching on how his followers should live (A2). Make connections between how believers feel about places of worship in different traditions (A3). Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad (A2). Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils (A2). Make connections between the key functions of the mosque and the beliefs of Muslims (A1). Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples (A2). 	<ul style="list-style-type: none"> Offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live (B3). Explain the impact Jesus' example and teachings might have on Christians today (B1). 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). Express thoughtful ideas about the impact of believing or not believing in God on someone's life (B1). Select and describe the most important functions of a place of worship for the community (B3). Give examples of how places of worship support believers in difficult times, explaining why this matters to believers (B2). Describe and reflect on the significance of the Holy Qur'an to Muslims (B1). 	<ul style="list-style-type: none"> Present different views on why people believe in God or not, including their own ideas (C1). Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today (C3). Present ideas about the importance of <i>people</i> in a place of worship, rather than the <i>place</i> itself (C1). 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). Discuss their own and others' ideas about the kinds of collaboration, activism and commitment needed to 'save the Earth' (C3).

	<ul style="list-style-type: none"> • Make connections between beliefs about the earth and activist behaviour in different religions (A1). 	<ul style="list-style-type: none"> • Describe some Christian and Humanist values simply (B3). • Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view (B2). • Understand the challenges facing the planet and responses from different religions (B2). 	
Year 6	<ul style="list-style-type: none"> • Outline Christian, Hindu and/or non-religious beliefs about life after death (A1). • Describe and make connections between examples of religious creativity (buildings and art) (A1). • Describe examples of connections between anti-racism and religion (A1). • Make connections between beliefs and behaviour in different religions • Make connections between belief in ahimsa, grace and ummah, teachings and sources of wisdom in the three religions (A1). • Consider similarities and differences between beliefs and behaviour in different faiths (B3). • Make connections between belief in ahimsa, grace and ummah, teachings and sources of wisdom in the three religions (A1). • Make connections between beliefs and behaviour in different religions (A1). 	<ul style="list-style-type: none"> • Express ideas about how and why religion can help believers when times are hard, giving examples (B2). • Explain some similarities and differences between beliefs about life after death (B2). • Explain some reasons why Christians and Humanists have different ideas about an afterlife (B3). • Show understanding of the value of sacred buildings and art (B3). • Suggest reasons why some believers see generosity and charity as more important than buildings and art (B2). • Understand the challenges racism presents to human communities and consider different religious responses (B2). • Outline the challenges of being a Hindu, Christian or Muslim in Britain today (B2). • Outline the challenges of being a Hindu, Christian or Muslim in Britain today (B2). • Consider similarities and differences between beliefs and behaviour in different faiths (B3). 	<ul style="list-style-type: none"> • Apply ideas about values from scriptures to the title question (C2). • Discuss their own and others' ideas about reducing racism and prejudice, informed by rich knowledge of case studies (C3).