

RE - Knowledge Progression

By the end of EYFS, children should know:

During the Early Years Foundation Stage (including nursery), children begin to explore the world of religion in terms of special people, books, times, places and objects and by visiting places of worship. They listen to and talk about stories and are introduced to religious words and concepts, using their senses in exploring religions and beliefs, practices and forms of expression. They will reflect on their own feelings and experiences and use their imagination and curiosity to develop their appreciation and wonder of the world in which they live. Topics such as Special Times, Special Objects, Special People, Special Books, Belonging, The Natural World, New Life, New Places and Story will provide opportunities for foundation work in nursery and Reception, which is successfully built on at Key Stage 1.

Teachers to select material within each topic (it is not expected that all aspects within topics mentioned in the Programme of Study be covered). Teachers to decide when best to teach selected material from each of the topics below:

Special times (festivals)	<p>Children are introduced to the idea of special days and festivals within religions, how these are celebrated by the faith communities both within the home and within the wider community - e.g. at synagogue. Stories connected with the special times may be told.</p> <ul style="list-style-type: none">• Christianity - Christmas, Easter, Harvest (including creation story and caring for our world)• Buddhism - Wesak• Hinduism - Diwali• Islam - Eid• Judaism - Sukkot, (link to Harvest), Hanukkah, Shabbat• Sikhism - Baisakhi <p><i>Christmas and Easter in RE may be part of a wider topic on these festivals. The focus in RE should be on how Christians celebrate these festivals in the church.</i></p>
Special objects/music	<p>Children are introduced to the idea of sacred music and artefacts within a faith community.</p> <ul style="list-style-type: none">• Christianity - e.g. cross, statues, vestments, church colours, Salvation Army uniform, different types of church music

	<ul style="list-style-type: none"> • Hinduism - e.g. murtis (e.g. Ganesh, Rama and Sita), arti lamp, puja tray, decorations, music • Sikhism - e.g. 5 Ks, music □ Buddhism - e.g. prayer wheels, prayer flags, Buddha rupa (statue) • Judaism - e.g. objects used at Shabbat, mezuzah, menorah, Shabbat song
Special books	<p>Children are introduced to sacred books within faith traditions, important sayings and stories from sacred texts and the particular ways that the sacred books are treated with respect by faith communities.</p> <ul style="list-style-type: none"> • How holy books are treated - e.g. Bible, Qur'an, Torah, Guru Granth Sahib • Introduction to the word 'sacred'. • How sacred books teach believers about God and how to live - e.g. through stories and special sayings.
Special people	<p>Children are introduced to the founders of some religions. They are introduced to members within faith communities today who have a role within the faith tradition.</p> <ul style="list-style-type: none"> • Jesus as special to Christians - stories about Jesus, stories Jesus told • Guru Nanak as special to Sikhs - stories about the Guru • Buddha as special to Buddhists - stories about him and his teaching • Muhammad as special to Muslims - Muhammad as the prophet of God • Moses as special to Jews • People with a special role/vocation in religious communities today - e.g. vicar, minister, priest, Salvation Army officer, nun, monk (Christianity), Jewish rabbi, Buddhist monk, imam at the mosque.
Belonging	<p>Children are introduced to ceremonies which show belonging to the faith community. Children are introduced to religious rituals and promises/commitment shown through religious wedding ceremonies.</p> <ul style="list-style-type: none"> • Christianity - infant baptism, weddings • Hinduism - Raksha Bandhan, weddings • Islam - ceremonies connected with welcoming and naming a baby • Sikhism - baby naming ceremony • Judaism - weddings.

<p>Special places</p>	<p>Children are introduced to religious buildings as sacred places and how they are used for worship.</p> <ul style="list-style-type: none"> • Christianity - an introduction to a local church (any denomination) • Hinduism - the mandir • Buddhism - the temple • Islam - the mosque • Judaism - the synagogue • Sikhism - the gurdwara <p><i>Children will be given the opportunity to visit a local place of worship.</i></p>
<p align="center">By the end of KS1, children should know: (belief, authority, expressions of belief, impact of belief)</p>	
<p>Christianity</p> <p>Unit questions:</p> <p>Y1 - What can we learn about Christianity from visiting a church?</p> <p>Y2 - What can we learn from the story of Venerable Bede?</p>	<ul style="list-style-type: none"> • Belief in God as shown in the Bible: God as One, creator, loving, caring, having authority; God as Father, loving parent. The natural world as God's creation; human responsibility to care for the world. Belief in Jesus as special to God; introduction to Jesus as Son of God through special birth. Death and resurrection of Jesus as important to Christians. • Bible as the holy book for Christians, treated with respect - e.g. read from in Church worship, lectern, special bibles. Some stories from the Bible (Genesis 1 and 2: Creation). Jesus as important shown through Christmas, Easter stories; stories showing Jesus as healer, miracle worker, one who helped and cared for others, Jesus as teacher (introduction to parables), special teaching of Jesus - love God, love your neighbour (link to Belief concept). Leaders - introduction to local church leader - e.g. vicar/priest/minister. • How Christians celebrate Christmas, Easter & Harvest. The Church building as a place of worship and belonging - introduction to some features of churches - e.g. cross, lectern, pulpit, altar. Sunday worship in church - e.g. vicar, reading Bible, singing, prayers, sermon, Eucharist, words and actions. How religious identity and belonging are expressed through baptism, services of dedication (symbols, actions, words, promises). <i>Pupils will visit their local church. Opportunities may also be given to visit other church buildings.</i> • (Links should be made to beliefs concept). Christian values: individual love, care, forgiveness, helping others, following example of Jesus. Some examples of how Christians would show these values - e.g. the work of local vicar/priest in helping others in church and local community; attitude and work of individual Christians in the community. How Christians care for God's creation (link to Worship concept - Harvest). Stories about Venerable Bede - how his Christian faith affected his life and how his life had an impact then and now.

<p>Buddhism</p> <p><u>Unit questions:</u> Y1 - What can we find out about Buddha?</p>	<ul style="list-style-type: none"> • Belief in Buddha as an enlightened teacher (not a God); importance of the natural world; values of compassion and respect for all living things. • Example of Buddha's life - his birth, growing up as Prince Siddhartha, giving up palace life to search for truth and an answer to suffering; symbol of the Bodhi tree. Introduction to Buddhist teaching - compassion, respect for living things, no stealing or telling lies. Buddhist stories illustrating these values - e.g. Siddhartha and the Swan, The Monkey King etc. • Worship in the home: Buddhist home shrine - statue of Buddha (rupa), mandala, incense, candles, water, food, bell - engaging all the senses. Introduction to meditation as a form of Buddhist worship. Symbols and aids to worship - e.g. prayer beads, prayer wheels and flags, lotus flower. • How ordinary people who are Buddhists behave: demonstrating compassion, generosity, honesty, patience, care for all living things. Belonging and commitment demonstrated in ordained communities through special clothing, shaven head, alms bowl. The importance of the Buddhist community - lay people, monks, nuns, priests. How mutual support and responsibility is shown.
<p>Hinduism</p> <p><u>Unit questions:</u> Y2 - What does it mean to belong to Hinduism?</p>	<ul style="list-style-type: none"> • Belief in one God represented in many forms and images - e.g. Ganesh as God of wisdom and remover of obstacles. How God is depicted through murtis. • Stories from Hindu scriptures associated with Divali, Raksha Bandhan. • Worship in the home (private and family devotion). How Hindus celebrate Divali at home, Raksha Bandhan. How religious identities and belonging are expressed through baby naming ceremony. • The importance of the home and family in developing Hindu beliefs and values - e.g. care for all living things; honesty; truthfulness; love, loyalty and respect within the extended family.
<p align="center">By the end of KS2, children should know: (belief, authority, expressions of belief, impact of belief)</p>	
<p>Christianity</p> <p><u>Unit questions:</u> Y3 - What can we learn about Christian symbols and beliefs by visiting churches? What do Christians believe</p>	<ul style="list-style-type: none"> • The nature of God as creator, ruler, provider, just, loving. Shown through metaphors for God: Potter, Father, Rock, Shepherd, Shield. The otherness of God (transcendent) who inspires awe, wonder, devotion. Introduction to Trinity (Father, Son, Holy Spirit); creator God, loving God, powerful God. Jesus as Son of God; death and resurrection of Jesus and its meaning for Christians. Life after death. • Bible as the sacred book; its importance and impact for Christians today. Different types of writing - Old and New Testament. How the Bible is used in private and communal worship and everyday living. Introduction to literal and non-literal interpretations of the Bible. Jesus as significant shown through key events in his life (birth, temptations, baptism, ministry, entry to Jerusalem, arrest, crucifixion, resurrection). Jesus as teacher - teachings of Jesus including

about Jesus?

Y4 - How and why do religious people show care for others? What do Christians believe about God?

Y5 - What can we learn about Christian faith through studying the lives of the northern saints? What do we know about the bible and why it is important to Christians?

Y6 - Why do people have ceremonies and use ritual in their lives? Why should religious people with a religious faith care about the environment? What do we now

selected parables. The power of Jesus to change lives. Leaders - how clergy support and influence Church and local community.

- Understanding of significance of rituals/symbols associated with Christmas (including Advent and Epiphany), Easter (including Lent, Holy Week), Harvest and Pentecost. How buildings, symbolic objects and actions are used to express beliefs and feelings - e.g. praying hands, kneeling, raising hands, liturgical colours, special clothes, cross, candle, rosary, windows, banners and statues. Introduction to Eucharist - ritual and meaning. Prayer and its importance for Christians, including Lord's Prayer and individual prayer, aids to prayer. Introduction to diversity of practice in Sunday worship in local area. How commitment, belonging and religious identity are expressed through ceremonies - e.g. First Communion, adult baptism, confirmation, membership. How beliefs are expressed through pilgrimage - e.g. to Lourdes, Lindisfarne, Durham Cathedral, Holy Land.
- How belief in God will affect Christians - e.g. prayer to God, belief in life after death, meaning of life. How Christians today follow the commandment of Jesus (love God and love your neighbour as you love yourself) and the Ten Commandments; how Christians demonstrate love, charity, forgiveness in action - e.g. work of local church, organisations and Christian charities (e.g. Salvation Army, CAFOD) and individual Christians. How Christians show commitment and belonging to faith community - e.g. regular church worship, voluntary work within the church (e.g. Sunday School, music group, church magazine), giving money. Commitment shown through life in a religious order/monastic community. Introduction of how Christian values will affect views on moral issues - environment. Stories about the northern saints - e.g. Cuthbert, Aidan, Bede, Hild - how their faith affected their lives and their significance then and now.

<p>know about Christianity?</p>	
<p>Judaism</p> <p><u>Unit questions:</u> Y3 - How do Jews use ceremonies and ritual to worship and express belonging?</p> <p>Y6 - Why do people have ceremonies and use ritual in their lives?</p>	<ul style="list-style-type: none"> • God as One, Creator. God as provider in life; after life. Beliefs expressed through Shema, first four of the Ten Commandments, Psalms, songs and prayers & stories from the Torah. • The importance of the Torah; its place, use and significance in the synagogue and importance for Jews today. Sefer Torah and work of the scribe. The giving of the Torah to Moses on Mount Sinai. Ten Commandments and 613 commandments. Significance of Moses in Judaism; called by God (Burning Bush), leading Israelites out of slavery, receiving Ten Commandments, beginnings of Judaism and importance for Jews today. Role of the Rabbi as teacher. • The synagogue as a place of worship, education, community. The main features of the synagogue and their significance. Understanding of beliefs and practice associated with daily prayer including significance of kippah, tallit. Rituals associated with Shabbat. How beliefs and feelings are expressed through practices of Pesach, Sukkot. How commitment, belonging, religious identity are expressed through ceremonies - e.g. Brit Milah (circumcision), girls' naming, Bar/Bat Mitzvah. • How Jews today follow scripture, Jewish laws including the Ten Commandments; the impact on an individual and community life. How Jews show commitment, belonging to faith community and care for others - e.g. tzedaka (charity), contribution to work of synagogue and helping others - e.g. Jewish charities, caring for those in the community, Mitzvah Day.
<p>Sikhism</p> <p><u>Unit questions:</u> Y4 - What do Sikhs believe and how do they express their beliefs?</p> <p>Y6 - Why do people have ceremonies and use ritual in their lives?</p>	<ul style="list-style-type: none"> • One God: Creator, Sustainer, Truth, without image, without fear, timeless. Description of God in Mool Mantar, symbolised in Ik Onkar. Belief in equality: all human beings equal in the sight of God. Sikh beliefs expressed in the Khanda. Belief in life after death. • Introduction to the 10 human Gurus with special reference to Guru Nanak, Guru Har Gobind, Guru Gobind Singh (formation of khalsa). Guru Granth Sahib: how the importance of the holy book as a living guru is shown through the way it is treated (through ritual, ceremony, artefacts); some teachings from the Guru Granth Sahib. • Worship in the Gurdwara: removing shoes, covering head, singing, listening to hymns, prayers, role of Granthi, congregation/community (sangat). How beliefs of equality and service are expressed through the shared meal (langar). How beliefs and feelings are expressed through the celebration of Baisakhi, Divali. How beliefs are expressed through symbols - e.g. the Khanda, 5 Ks, Sikh names (Kaur, Singh). How commitment, belonging and religious identity are expressed through the amrit (initiation) ceremony. How beliefs are expressed through pilgrimage to The Golden Temple, Amritsar.

	<ul style="list-style-type: none"> • How Sikhs follow and live by Sikh moral codes and how these are shown by individuals and the community - e.g. langar meal, kirat karna (earning a living by one's own honest efforts), vand chhakna (sharing), sewa (selfless service), nam simran (thinking about God based on scriptures).
<p>Islam</p> <p><u>Unit questions:</u> Y5 - What do Muslims believe and how are these beliefs expressed?</p> <p>Y6 - Why do people have ceremonies and use ritual in their lives?</p>	<ul style="list-style-type: none"> • The nature of Allah revealed in Qur'an: oneness of God, 99 names of God, gives guidance through messengers and books. Concept of shirk (not associating anything or anyone with God). Beliefs expressed in Shahadah (One God, Muhammad as prophet of God). God as key Muslim belief. Islam means submission; central belief. • Beliefs about the Qur'an as the final revelation of God, how it was revealed to Muhammad, passages from the Qur'an and its use by Muslims today. Muhammad as the final prophet, use of pbuh (peace be upon him) & stories about Muhammad. The role of the imam as leader/teacher. • Worship in the mosque: salah prayer including call to prayer, wudu (washing), meanings of positions of prayer; Friday prayer (Jumu'ah). How beliefs are expressed through individual and communal commitment to and celebration of Id-ul-Adha (following Hajj) and Id-ul-Fitr (following Ramadan). Introduction to 5 pillars as expression of faith and commitment for individuals and communities - Shahadah (declaration of faith), Salah (ritual prayer), Sawm (fasting), Zakah (giving), Hajj (pilgrimage). How beliefs are expressed through Hajj. • How Muslim children show commitment to Islam through mosque school (learning Qur'an). How Muslims follow and live by moral codes and how these are shown by individuals and the community (ummah) - e.g. honesty, good manners, giving alms (Zakah), voluntary payments/good actions (Sadaqah). How Muslims show care for others - e.g. through Muslim Aid.
<p>Hinduism</p> <p><u>Unit questions:</u> Y6 - Why do people have ceremonies and use ritual in their lives? Why should religious people with a religious faith care about the environment?</p>	<ul style="list-style-type: none"> • Belief in one God (Brahman) worshipped in many forms: o Trimurti (Brahma, Vishnu, Shiva) o Concept of avatars - e.g. Rama, Krishna o Nature of God as expressed in murtis (images), pictures, symbols, Aum o Male, female and animal representations of God. Introduction to belief in atman (individual soul), karma. Belief in ahimsa: respect for forms of life. Belief in reincarnation. • Introduction to sacred scriptures and how they are used by adherents. Stories from Hindu scriptures with a moral - e.g. Rama and Sita (good wins over evil, loyalty, sacrifice, love). • Worship in the mandir: puja, arti, the role of murtis, imagery and symbolism in the mandir, importance of community worship. How beliefs and feelings are expressed through communal celebration of Divali, Holi, etc. How beliefs are expressed through visits to sacred sites. How commitment, belonging, religious identity are expressed through sacred thread initiation ceremony. • How belief and respect for all living things (ahimsa) has impact on behaviour and actions - e.g.

	<p>vegetarianism/food laws and non-violence. How belief in karma has impact on behaviour and actions - e.g. seva (service for others). Introduction to how Hindu values will affect views on moral issues - the environment.</p>
<p>Buddhism</p> <p>Unit questions:</p> <p>Y4 - How and why do religious people show care for others?</p> <p>Y6 - Why do people have ceremonies and use ritual in their lives?</p>	<ul style="list-style-type: none"> • Characteristics of a Buddha: wisdom, courage, compassion. Dharma, or Law of Life, as a law of cause and effect: karma (kamma). Buddhists are people who 'take refuge' in three treasures (or jewels): Buddha, Dharma (or Law of Life), Sangha (Buddhist community); symbol of the three jewels. Purpose of Buddhist practice is to be free from suffering and experience happiness. • Background - Buddha's life: the four signs and the renunciation, years in the forest, enlightenment and teaching of the middle way, his death. Buddha as one who is looked to as an example. Buddha's first teachings: Four Noble Truths, Eightfold Path and Five Moral Precepts. • Meditation as worship, and different types of meditation (including chanting). Importance of Buddhist study - reading and reciting the sutras. Engaging with the Buddhist community: monks and laity. In some Buddhist communities, particularly Theravadan, there is a celebration called Wesak - Buddha's birth, enlightenment and death. Ceremonies connected with becoming a monk or a nun. • In some communities, observing strict rules of behaviour (precepts), such as being vegetarian. In some communities, people may choose to become ordained as monks or nuns. How Buddhists follow and live by Buddhist moral codes (e.g. Eightfold Path, Five Moral Precepts) and how these are shown by individuals and the community. Symbol of the Wheel.