



Eaton Primary School

Religious Education

Progression of Knowledge and Skills

Supported by the scheme of work produced by:

Cheshire West and Chester Agreed Syllabus

(Issued 2019)

Progression of Knowledge and Skills

How this document works:

This is a whole school overview, demonstrating progression in knowledge and skills.

Page 1: Demonstrates what a typical learner will look like at the end of each phase, combining the key skills and knowledge they will require.

Page 2 onwards: Demonstrates progression in knowledge and skills objectives for each phase, with key vocabulary, and also 'key indicators' which identify intended learning outcomes.

	<u>Foundation/ EYFS</u>	<u>KS1</u>	<u>LKS2</u>	<u>UKS2</u>
This is what our learners can do....	By the end of EYFS, children will be given the opportunity to explore their personal experiences and questions which they have about the world around them. Our RE curriculum provides opportunities for play, child initiated and adult initiated opportunities. During the year the child will encounter Religion and World Views through stories, using specific words, special books, places, objects, events, and meeting believers. Events of a religious nature which are being celebrated in school.	By the end of KS1, children will have covered three of the main world religions, with a focus on Christianity. The nativity and birth of Jesus is of central focus to the teaching of Christianity in this Key Stage. Children will be given the opportunity to explore links between religions and ask questions. Children will begin to develop their skills in critical thinking, religious tolerance, problem solving.	Lower KS2 gives the children the opportunity to explore religious beliefs and practices in more depth, developing curiosity empathy, wonder, open-mindedness, working with others and a sense of community. Children will have explored Christianity in more depth, Judaism, Islam, Hinduism, Humanism and the Baha'i faith. Children continue to develop their skills in investigation, interpretation, reflection, evaluation, expression, understanding and communication,	By the end of KS2, children will have covered five of the main world religions and two alternative Worldviews units. Children will have learned the essential knowledge of other religions and worldviews, as well as skills and attitudes such as critical thinking and empathy. Through the teaching of RE, children will have been given the opportunity to explore their spiritual, moral, social, and cultural development. preparing pupils for the opportunities, responsibilities, and experiences of later life. Children leave school with proficient skills in critical thinking, religious tolerance, investigation, interpretation, reflection, evaluation, analysis, synthesis, application, expression, understanding, communication, problem solving.
<u>Year Group</u>	<u>EYFS</u>	<u>KS1</u>	<u>LKS2</u>	<u>UKS2</u>
<u>Christianity</u>				
<u>Knowledge</u>	To understand that Christians believe in God and explore their own views on God. Children will understand that Jesus is a special person for Christians and that the Bible is a special book. Children will be able to explain about Jesus's birth. Children will learn that Christmas and Easter are special celebrations for Christians. Children will be able to talk about values including care of one another, friendships, love, care of animals and environment and respect for all.	Identify key aspects of the Christmas story and explain why Jesus was good news for Christians. Explain why Christians might choose to follow Jesus. Recall key teachings Christians believe about God found in the 'lost' parables, the parable of the good Samaritan and other parables studied. Explain how Christians view the creation of the world and try to take care for it. Evaluate what it means to Christians to belong to a church. Talk about how Christians might use symbols in a church building and begin to suggest reasons why. Describe key important things Christians believe about Jesus and refer to the Easter story, life and teachings of Jesus.	Explain how Christians see God as 'Three in One' through symbols. Analyse what Christians can learn about Jesus from nativity stories. Describe and suggest reasons why Christians call Jesus, Saviour. Explain the concept of salvation. Describe how Christians live their lives as disciples.	Describe how celebrating Easter shows a Christian understanding of Sacrifice and Reconciliation. Outline how Christians around the world read the Bible to maintain their relationship with God. Explain how Christians seek to live to advance the Kingdom of God on Earth. Make connections between Christianity, Judaism and Islam. Describe how references to Jesus' death and resurrection found in the Church (artefacts, ritual or text) reinforce the Christian idea of forgiveness.

		Evaluate key teachings studied from the Bible and explain why they may be important to Christians.		
<p>Skills</p>	<p>Personal, social, and emotional development: Develop their sense of responsibility and membership of a community. See themselves as a valuable individual. Think about the perspectives of others.</p> <p>Show sensitivity to their own and others' needs.</p> <p>Understanding the World Continue to develop positive attitudes about the differences between people.</p> <p>Talk about members of their immediate family and community. Name and describe people who are familiar to them. 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>Talk about the lives of the people around them and their roles in society. Understand the past through settings, characters and events encountered in books read in class and storytelling.</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>	<p>I can talk about a practice from a religion.</p> <p>I can talk about my own experiences and can link these to the communities to which I belong.</p> <p>I can ask questions about me, and who I am, showing awe and wonder.</p> <p>I can retell a religious story using prompts and know that it is from a sacred text and is special to some people.</p> <p>I can ask puzzling questions about Creation and God.</p> <p>I have started to share my opinions and say what is important to myself and to others.</p> <p>I can recognise some religious symbols and words.</p> <p>I ask questions about belonging, meaning and truth and can express my own ideas and opinions in response.</p> <p>I can see how I can work together with others even if we have differences.</p> <p>I can say ideas which are important to me and can say what I think to be right and wrong.</p>	<p>I can make connections between different stories / sayings and what they teach followers of different religions / worldviews.</p> <p>I can explore belief in action and make connections with my own life and communities.</p> <p>I understand the commitment and dedication needed for different faith followers.</p> <p>I can reflect on my own values and explore what I can learn from the values of believers.</p> <p>I can consider and discuss examples of key leaders in stories from different faiths as peacemakers and what this means.</p> <p>I can find out about questions of right and wrong and begin to express my own ideas and opinions.</p> <p>I can describe religions and world views, connecting my ideas and prior learning.</p> <p>I can describe and understand links between stories and other aspects of the communities I have been investigating.</p> <p>I can respond thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.</p> <p>I can observe and understand varied examples of religions and worldviews and can explain, with reasons, their meanings and significance to individuals and communities</p> <p>I can describe and make connections between different features of the religions and worldviews we have studied. I can talk about celebrations, worship, pilgrimages and rituals which mark important points in life and reflect on ideas</p> <p>I can discuss why worshippers choose to attend a particular place of worship and what it means to belong.</p>	<p>I can explore eyewitness accounts and how these events may be explained through psychological or theological explanations and different ways of seeing the world.</p> <p>I can observe and consider different dimensions of religion, so that I can explore and show understanding of similarities and differences between different religions and worldviews</p> <p>I can explore moral and ethical questions using examples.</p> <p>I can describe and make connections between different features of the religions and worldviews we have studied. I can talk about celebrations, worship, pilgrimages and rituals which mark important points in life and reflect on ideas.</p> <p>I can discuss my own and other's spiritual experiences and find connections between communities.</p> <p>I can discuss issues about community cohesion and demonstrate understanding of different views.</p> <p>I can discuss the nature of religion and compare the main disciplines which we have studied.</p> <p>I can explain how history and culture can influence an individual and how some question these influences.</p> <p>I can develop insight and start to analyse the impact of diversity within a community.</p> <p>I can explore and make personal informed responses to ultimate questions.</p> <p>I can explain the religions and worldviews which I encounter clearly, reasonably and coherently.</p>

<p><u>Key vocabulary</u></p>	<p>Christmas, Incarnation, Easter, God, resurrection, church, baptism, Bible, Nativity, Christians, Christianity, minister</p>	<p>Christmas, Incarnation, Easter, resurrection, salvation, parable, Samaritan God, symbols, creation, stewardship, good news, Bible, Trinity, Holy Spirit, saviour</p>	<p>Christmas, Incarnation, Easter, resurrection, salvation, parable, Samaritan God, symbols, creation, stewardship, evolution, good news, bible, Lost Parables, prodigal son,</p>	<p>Jesus, Christianity, Christians, Church, Christmas, Incarnation, Easter, resurrection, salvation, parable, Samaritan God, symbols, creation, good news, Bible, Saviour, Messiah, Sacrifice, Reconciliation, Resurrection, Parable, Trinity. Holy Spirit, Salvation</p>
<p><u>Key indicators</u></p>	<ul style="list-style-type: none"> • To explain that Christians believe in God and explore their own views on God. • To explain that Jesus is a special person for Christians and that the Bible is a special book. • To be able to explain about Jesus's birth and the nativity. • To understand that Christmas and Easter are special celebrations for Christians. • To talk about values including care of one another, friendships, love, care of animals and environment and respect for all. 	<ul style="list-style-type: none"> • Explain what it means to belong, to school and the community and to a faith group. To recognise a sign for Christian belonging and talk about what happens in a Baptism. • Explain why Christmas celebrated by Christians. • Explain the relevance of the gifts from the Shepherds and the Magi and recognise good news for Christians. • Be able to retell the Biblical narration of the Creation in stages (although not necessarily in the correct order) and will understand the idea of God as a creator. To notice beauty in their everyday environment as well as their favourite places and explain what they consider to be beautiful. • To refer to the Bible as being a sacred book for Christians and teaches them how to lead their lives. To retell a story from the Bible and to explain that The Bible has two parts called Testaments. • Explain more about why people followed Jesus when he was on Earth and how some of these were called disciples. Can tell the story of the feeding of the 5000 and how this was a special event which Christians believe to be a miracle. • Discuss a range of parables and explain why these stories are important for Christians. 	<ul style="list-style-type: none"> • To give examples of stories which they have come across in the Bible and can demonstrate how to find a particular book. Can explain how Christians use the Bible for guidance and how it is in many languages around the world. • Use Biblical references to support discussions about Jesus and how people viewed him. Explain some symbols associated with Jesus. • To explain the story of Abraham and how this was following his belief. Explain a view of God which is not their own. • To explain what the term 'Incarnation' means and how this is an important concept for Christianity. • To retell a range of parables and has a go at telling you the meaning. • To give their reasons for why Easter was part of a plan, why it happened and why Jesus died. Explain the role of art and symbolism to aid prayer, worship as well as recall. Be able to describe in their own terms what sin, suffering and sacrifice mean. 	<ul style="list-style-type: none"> • Discuss in basic terms what the trinity is and use symbolism to demonstrate. Tell you about what forgiveness means to them and to a Christian. Explain how the incarnation is central to the Christmas story. Explain some of the Stations of the Cross and how this is used for reflection in churches. • To explain that the material of the Bible predates the written text and to differentiate dates before and after Jesus. The Bible is a collection of writings from many different times. • To explain the use of music in Christian worship. To explain how music can help a Christian explain their faith and can help them feel closer to God. • To explain key features of worship and what worship means to a believer. I can explore the role of community for a Christian and a Humanist. • Pupils can compare churches within their locality with an example of one around the world. They can explain how key Christian beliefs can be found with worshippers nearby and far away. • Pupils can explain what the parables teach about the Kingdom of God, give examples of Christian belief in action and explain what a Christian believes about Heaven.

Judaism

<p><u>Knowledge</u></p>		<p>Identify that the Torah is a holy book for Jews and how there are rules to help guide a Jew in their lives.</p> <p>Tell you why Shabbat is important to a Jew and how Jews may go to Synagogue during this period.</p> <p>Identify some different artefacts and symbols of Judaism and recognise some of these in the Synagogue.</p>	<p>Reflect on why and how Jews worship.</p> <p>Explain the importance of the Covenant for Jews.</p> <p>Explain key features in a synagogue, how worship happens there and explore how this relates to Jewish belief.</p> <p>Evaluate why Pesach is important to Jews as an act of commemoration.</p>	
<p><u>Skills</u></p>	<p>Not taught in this Key Stage</p>	<p>I can retell and suggest meanings to some religious and moral stories.</p> <p>I can explore and discuss sacred writings and sources of wisdom and recognising the communities from which they come.</p> <p>I can recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities</p> <p>I can find out about questions of right and wrong and begin to express my own ideas and opinions. To ask and respond to questions about what communities do, and why.</p> <p>I can identify what difference belonging to a community might make.</p> <p>I notice and respond sensitively to some similarities between different religions and worldviews.</p>	<p>I can explore belief in action and make connections with my own life and communities.</p> <p>I can give thoughtful responses using different forms of expression.</p> <p>I can discuss why worshippers choose to attend a particular place of worship and what it means to belong.</p>	<p>Not taught in this Key Stage</p>
<p><u>Key vocabulary</u></p>		<p>Judaism, Jew, Torah, Hebrew, Synagogue, Shabbat, Hanukkah, Shema</p>	<p>Judaism, Jew, Torah, Hebrew, Synagogue, Shabbat, Hanukkah, Shema, Covenant, Israel, Pesach, Rabbi, Bar/Bat Mitzvah, Yahweh</p>	
<p><u>Key indicators</u></p>		<ul style="list-style-type: none"> • I can tell you what many Jews believe about God. • I can tell you how a Jewish family may mark Shabbat and explain some Jewish festivals 	<ul style="list-style-type: none"> • I can talk about how Jews worship at home and in the Synagogue and different events and festivals which are celebrated. 	

Islam

<p><u>Knowledge</u></p>		<p>Talk about who Muslims say Allah and Muhammad (pbuh) are e.g. 99 names of Allah / Prophet of God. Explain that the Qu’ran is the holy book of Islam and say how it should be treated.</p> <p>Show an understanding of at least two Muslim artefacts and explain how they are used.</p> <p>Describe at least three things that might happen at a Muslim baby’s naming ceremony.</p> <p>Describe at least three things that might happen at a Muslim marriage.</p>	<p>Identify and understand that Muslims believe the Prophets who came before Muhammad (PBUH) all taught the same message and that Muhammad (pbuh) is the last and final prophet. Recall at least three key facts about the story of the ‘Night of Power’ Muhammad’s (pbuh) first revelation.</p> <p>Recognise the Qu’ran and identify it with Islam. Explain how and why Muslims treat it with respect and believe it to be the exact words of ‘Allah’ (God)</p> <p>Describe three ways in which Muslim worship shows devotion to Allah referring to life at home and in the Mosque.</p> <p>Analyse how the main features of a mosque explain Muslim key beliefs.</p>	<p>Identify, describe and explain key Muslim beliefs related to Allah (God). Understand Muslims believe that to have ‘inner peace with God’ humans must follow and submit to Allah’s guidance and will.</p> <p>Name the Five Pillars and explain why they are important to Muslims.</p> <p>Explain and assess how all Muslims are part of the ‘Ummah’ by showing how the Five Pillars enable Muslims to have peace with God.</p> <p>Explain how Muslims’ organisations help people in need.</p>
<p><u>Skills</u></p>	<p style="text-align: center;">Not taught in this Key Stage</p>	<p>To retell a religious story using prompts and know that it is from a sacred text and is special to some people.</p> <p>To recognise some religious symbols and words</p> <p>To ask questions about me, and who I am, showing awe and wonder. I can ask puzzling questions about Creation and God.</p> <p>To talk about a practice from a religion.</p> <p>To ask ‘who’, ‘what’ and ‘when’ questions when exploring a religion.</p> <p>To see how I can work together with others even if we have differences.</p> <p>To show respect and empathy.</p>	<p>To retell and suggest meanings to some religious and moral stories. I can explore and discuss sacred writings and sources of wisdom and recognising the communities from which they come.</p> <p>To discuss why worshippers choose to attend a particular place of worship and what it means to belong.</p> <p>To make connections between different stories / sayings and what they teach followers of different religions / worldviews.</p>	<p>To describe and make connections between different features of the religions and worldviews we have studied. I can talk about celebrations, worship, pilgrimages and rituals which mark important points in life and reflect on ideas.</p> <p>To observe and consider different dimensions of religion, so that I can explore and show understanding of similarities and differences between different religions and worldviews</p> <p>To discuss and apply my own and others’ ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express my own ideas clearly in response.</p> <p>To discuss my own and other’s spiritual experiences and find connections between communities.</p> <p>To understand the importance of the family in Islam and how the sense of community reaches beyond the home to the wider world.</p> <p>To consider and apply ideas about ways in which diverse communities can live together for the well-being of all, and respond thoughtfully to ideas about community, values and respect</p>
<p><u>Key vocabulary</u></p>		<p>Islam, Allah, Muhammad (pbuh), Qur’an, Shahada, Tawhid, Prophethood, Halal</p>	<p>Angels, Mosque, Ummah, Iman, Dhikr</p>	<p>Badah, Achlaq, Shahada, Sawm, Salah, Zakah, Hajj, Kabbah, Pilgrimage, Mumin, Five Pillars</p>

<p>Key indicators</p>		<ul style="list-style-type: none"> To explain Yasmin’s beliefs about Allah and can tell you about the Night of Power and Muhammad (PBUH). I can tell you some of the 99 names of Allah. To explain that the Qur’an is the sacred text for Muslims and how Muslims use special words at the birth of a baby. To explain that for a Muslim, there is one God called Allah and Muhammad (pbuh) was his messenger. To show empathy with Yasmin and understands why her faith is important to her. 	<ul style="list-style-type: none"> To explain the importance of the Qur’an for Muslims and can tell you about how Muslims worship in a Mosque and in day to day lives. 	<ul style="list-style-type: none"> I can explain the importance of the family in Islam and how identity and belonging is taught at home as well as in the wider community. Explain how key beliefs are demonstrated through the Five Pillars of Islam and have made some reflections on their own lives. Discuss different parts of the Hajj and understand how important this is for a Muslim.
------------------------------	--	--	---	---

Hinduism

<p>Knowledge</p>	<p>People Culture and Communities: To know some similarities and differences between religious & cultural communities in this country, drawing on their experiences and what has been read in class</p> <p>Explain some similarities & differences between life in this country & life in other countries, drawing on knowledge from stories and non-fiction texts.</p>		<p>Explain how a Hindu may view God Retell some Hindu stories and explain their significance for a Hindu.</p> <p>Analyse a Hindu’s journey of life and significant events along the way.</p>	<p>Explain how a Hindu may worship at home or in the Mandir.</p> <p>Describe and explain how a Hindu celebrates Diwali and Holi.</p>
<p>Skills</p>	<p>Personal, social, and emotional development: Develop their sense of responsibility and membership of a community. See themselves as a valuable individual. Think about the perspectives of others. Show sensitivity to their own and others’ needs.</p> <p>Understanding the World Continue to develop positive attitudes about the differences between people. Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p style="text-align: center;">Not taught in this Key Stage</p>	<p>I can recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, and find out about the meanings behind them.</p> <p>I can give thoughtful responses using different forms of expression.</p> <p>I can consider an aspect of a religion and show differences and similarities to other religions or worldview</p>	<p>I can describe and make connections between different features of the religions and worldviews we have studied. I can talk about celebrations, worship, pilgrimages and rituals which mark important points in life and reflect on ideas.</p> <p>I can explore and describe a range of beliefs, symbols and actions so that I can understand different ways of life and ways of expressing meaning.</p> <p>I can consider and apply ideas about ways in which diverse communities can live together for the well-being of all, and respond thoughtfully to ideas about community, values and respect.</p>

Key vocabulary	Murtis, Divas, Tea Lights, Puja Tray, Diwali Cards, Rangoli photos, Chalks, Sand.		Hinduism, Hindu, Brahman, Vishnu, Shiva, Brahma, Rama, Sita,	Hanuman, Diwali, Holi, Puja, Vedas, Mandir, Reincarnation, Karma, Aum, Dharma, Samsara, Moksha.
Key indicators			<ul style="list-style-type: none"> I can describe some aspects of the different characteristics of Hindu gods and goddesses and the key belief of one God represented through many different images and forms. I can explain how Hindus celebrate Diwali. 	<ul style="list-style-type: none"> To give an example on how to explain the Hindu concept of God and the cycle of Create, Preserve and Destroy. Explain how Hindus worship at home and in the Mandir and the associated symbols and gestures. Tell you about the Hindu festival of Holi and why it is celebrated.

Sikhism

Knowledge				<p>Explain how Sikhs believe in all pathways leading to God.</p> <p>Tell you about the founder of Sikhism, Guru Nanak and recall key events in his life.</p> <p>Tell you about what happens in the Gurdwara and how the Guru Granth Sahib is treated with respect.</p> <p>Explain the symbolism of the 5Ks.</p> <p>Analyse how Sikhs show community and equality in their lives.</p>
Skills	Not taught in this Key Stage	Not taught in this Key Stage	Not taught in this Key Stage	<p>To describe and make connections between different features of the religions and worldviews we have studied. I can talk about celebrations, worship, pilgrimages and rituals which mark important points in life and reflect on ideas.</p> <p>To understand the challenges of commitment to a community suggesting why belonging to a community may be valuable both in the diverse communities being studied and in my own life.</p> <p>To discuss my own and other's spiritual experiences and find connections between communities.</p> <p>To discuss issues about community cohesion and demonstrate understanding of different views</p> <p>To explore and describe a range of beliefs, symbols, and actions so that I can understand different ways of life and ways of expressing meaning</p> <p>To explain the religions and worldviews which I encounter clearly, reasonably, and coherently.</p> <p>To explore and make personal informed responses to ultimate questions.</p>

<u>Key vocabulary</u>				Sikhism, Sikh, Guru Granth Sahib, Gurdwara, Punjabi, Gurdwara, Guru Nanak, 5Ks.
<u>Key indicators</u>				<ul style="list-style-type: none"> Understand how Sikhs respect the Gurus (not worship) and live according to their teachings. Can explain what Sikhs do in the Gurdwara, tell you about the Guru Granth Sahib and the langar. Can link the 5Ks to different values in Sikhism and explain meaning. Can tell you about the similar aspects of a Gurdwara and about how Sikhs worship and share food at the Langar.

Humanism

<u>Knowledge</u>	Not taught in this Key Stage	Not taught in this Key Stage	Describe the main beliefs of Humanism and begin to compare it to following a religious belief Say what Humanists think about God.	Not taught in this Key Stage
			Explain how Humanists believe they can be happy.	
			Explore the happy human symbol.	
			Describe how Humanists celebrate in their lives.	
<u>Skills</u>			Explain how Humanists lifestyle plays a role in modern society.	
			To describe religions and world views, connecting my ideas and prior learning.	
			To consider an aspect of a religion and show differences and similarities to other religions or worldviews.	
			To explore and describe a range of beliefs, symbols, and actions so that I can understand different ways of life and ways of expressing meaning.	
<u>Key vocabulary</u>			Humanist, Humanism, Humanity, Atheism, Agnostic, Science, Evidence, Evolution, Golden Rule, Happy human, Celebrant	
<u>Key indicators</u>			<ul style="list-style-type: none"> To describe the main beliefs of a Humanist person. To describe how Humanists play a role in modern society. To articulate my own beliefs and show respect for others. 	

Baha'i Faith

<u>Knowledge</u>			<p>Explain who Baha'u'llah was and His station in the Baha'i Faith</p> <p>Describe what is meant by the Oneness of Religion</p> <p>Explore the Baha'i concept of God</p> <p>Talk about what the Baha'i Faith teaches about children</p> <p>Investigate Baha'i worship and the Houses of Worship</p>	
------------------	--	--	---	--

<u>Skills</u>	Not taught in this Key Stage	Not taught in this Key Stage	<p>Explain the importance of community life</p> <p>I can discuss why worshippers choose to attend a particular place of worship and what it means to belong.</p> <p>I can reflect on my own values and explore what I can learn from the values of believers.</p> <p>I can describe religions and world views, connecting my ideas and prior learning.</p>	Not taught in this Key Stage
<u>Key vocabulary</u>			Baha’l, Baha ‘u’llah, Oneness of religion, House of Worship, Manifestation of God, Progressive Revelation	
<u>Key indicators</u>			<ul style="list-style-type: none"> I can explore some of the key concepts and main figures of the Baha’i Faith. I can explore the teaching of Unity. 	