RE

Curriculum Progression of the Knowledge Essentials

RE Curriculum

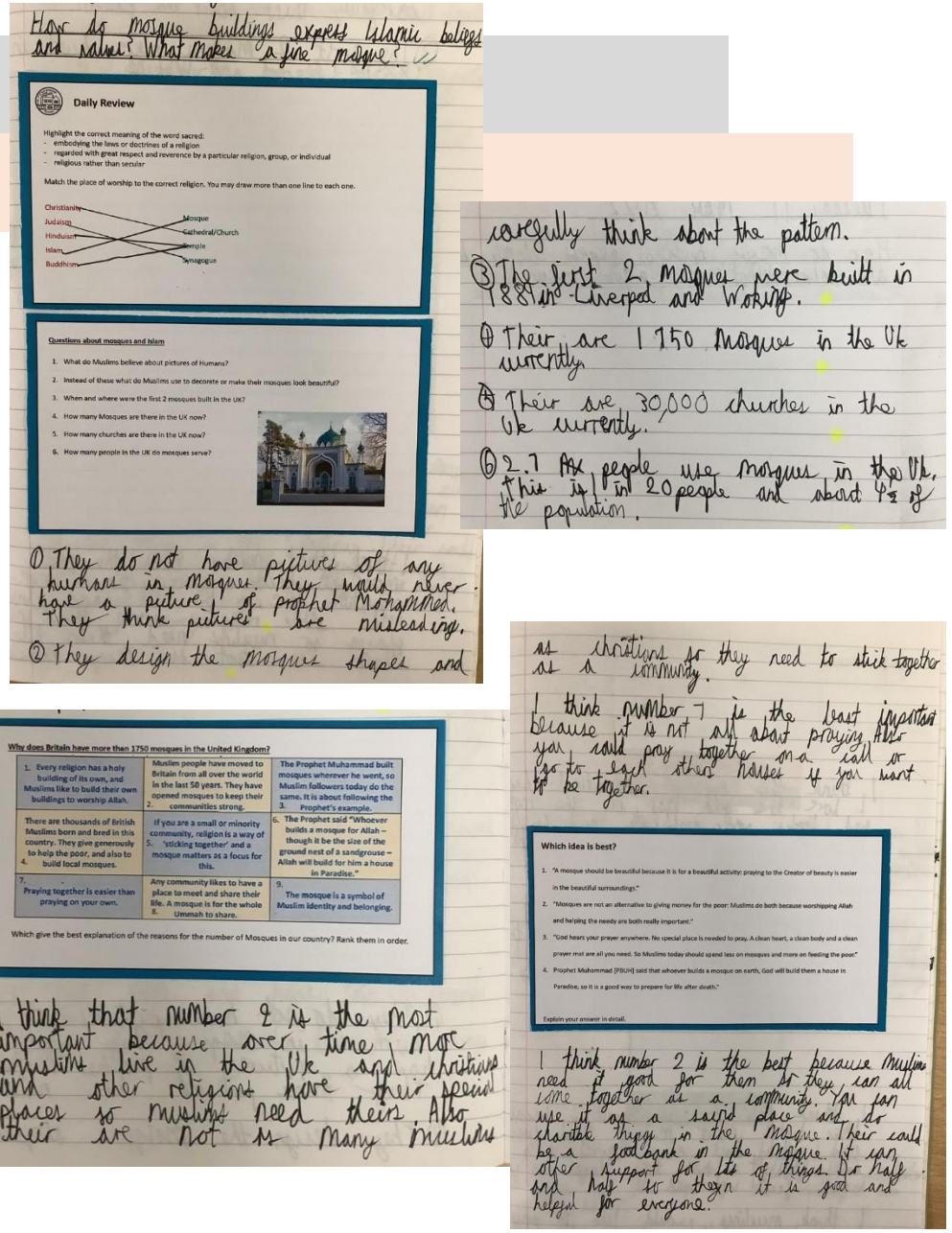
Knowledge Rich Curriculum

Knowledge has driven the philosophy in developing the Religious Education curriculum. The knowledge essentials specify what children should know in as much detail as possible and content sequenced such that there is a coherent flow. This ensures ideas build on secure foundations, staged towards challenging goals. Careful sequencing ensures that elements are regularly returned to, supporting pupils to accumulate knowledge over time, feeding previous topics into current topics
supported by Practice and Retrieval strategies.

In designing the curriculum, we have considered a broad range of knowledge forms with a focus on being able to articulate substantive and disciplinary knowledge:

- **Substantive knowledge** sets out the content that is to be learned. It is the knowledge about religious and non-religious traditions. It includes: the different ways people express their beliefs; the artefacts and rituals associated with religious and non-religious traditions; and concepts which relate to religious and non-religious traditions.
- **Disciplinary knowledge** is best described as the action taken within a particular subject to gain knowledge: the scholarship of RE. Pupils will be taught how to understand how the substantive knowledge came to be, how to interpret the accuracy and validity of claims being made, the differences between conceptions and misconceptions, and the types of methods used in enquiries, including the suitability of these methods.

The Religious Education curriculum reflects careful thinking as to what is to be taught, the rationale for it, the sequencing of learning and the relationships between the forms of knowledge. As a result, pupils know more, remember more and can do more.



RE Curriculum

How is the RE Curriculum Organised?

The subject has been planned with three key lenses – Key Strands, Pillars of Learning and Key Concepts.

Pillars of Learning

Incarnation

Believing

Expressing

God

Salvation

Creation

Gospel

Living

Strands

Christianity

Islam

Judaism

Hinduism

Vocabulary

Concepts

God

Creation and Fall

People of God

Incarnation

Gospel

Salvation

Kingdom of God

Islam

Judaism

Hinduism

RE Curriculum

What are the RE Pillars of Learning?

Topics build knowledge sequentially with opportunities to revisit and build on children's prior learning – deepening knowledge and understanding. Links are made in learning through recurring themes throughout our curriculum.

Incarnation

Believing

Expressing

God

Salvation

Creation

Gospel

Living

RE Curriculum

How is the RE Curriculum Organised?

Reception	Why do Christians perform nativity plays at Christmas?	Which stories are special and why?	Which places are special and why?	Why is the word 'God' so important to Christians?
Year 1		Who is a Christian and what do they believe? Who is Jewish and what do they believe?		
Year 2	Why does Christmas matter to Christians?	Who is Muslim and what do they believe? What can we learn from sacred books?	What makes some places sacred?	What do Christians believe God is like?
Year 3		Why is the Bible so important for Christians today?	Why do people pray?	What is it like to follow God?
Year 4	What is the trinity?	Why is Jesus inspiring to some people?	Why do some people think that life is like a journey and what significant experiences mark this?	When Jesus left what was the impact of Pentecost?
Year 5			If God is everywhere, why go to a place of worship?	How can following God bring freedom and justice? What does it mean if God is holy and loving?
Year 6	Was Jesus the messiah?	What do religions say to us when life gets hard?	Is it better to express your beliefs in arts and architecture or in charity and generosity?	What kind of king is Jesus?

RE Curriculum

How is the RE Curriculum Organised?

Reception	Why do Christians put a cross in an Easter garden?	Why is the word 'God' so important to Christians?		Where do we belong?
Year 1	Why does Easter matter to Christians?	Who made the world?	What is the good news that Jesus brings?	What does it mean to belong to a faith community?
Year 2				1.8 (Living) How should we care for others and the world and why does it matter?
Year 3	Why do Christians call the day Jesus died 'Good Friday?'		What kind of world did Jesus want?	What does it mean to be a Christian in Britain today?
Year 4		What do Christians learn from the Creation story?		What does it mean to be a Hindu in Britain today?
Year 5	What did Jesus do to save human-beings?		What would Jesus do?	What does it mean to be a Muslim in Britain today?
Year 6	What difference does the resurrection make for Christians?	Creation and Science: conflicting or complimentary?		

RE Curriculum

How are world faiths covered?

Reception	Why is the word 'God' so important to Christians?	Why do Christians perform nativity plays at Christmas?	Which stories are special and why?	Why do Christians put a cross in an Easter garden?	Which places are special and why?	Where do we belong?
Year 1	Who made the world?	Who is a Christian and what do they believe?	What is the good news that Jesus brings?	Why does Easter matter to Christians?	Who is Jewish and what do they believe?	What does it mean to belong to a faith community? (Christians, Jews and Muslims)
Year 2	What do Christians believe God is like?	Why does Christmas matter to Christians?	Who is Muslim and what do they believe?	What can we learn from sacred books? (Christians, Muslims and Jews)	What makes some places sacred? (Christians, Jews and Muslims)	How should we care for others and the world and why does it matter? (Christians and Jews)
Year 3	What is it like to follow God?	Why is the Bible so important for Christians today?	What kind of world did Jesus want?	Why do Christians call the day Jesus died 'Good Friday'?	Why do people pray? (Christians, Muslims Hindu)	What does it mean to be a Christian in Britain today?

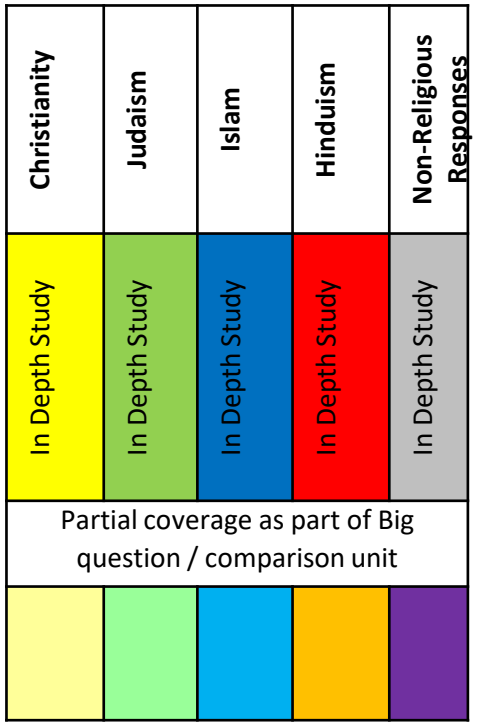
Christianity	Judaism	Islam	Hinduism	Non-Religious Responses
In Depth Study	In Depth Study	In Depth Study	In Depth Study	In Depth Study

Partial coverage as part of Big question / comparison unit

RE Curriculum

How are world faiths covered?

Year 4	What do Christians learn from the Creation story?	What is the trinity?	Why is Jesus inspiring to some people?	What does it mean to be a Hindu in Britain today?	When Jesus left what was the impact of Pentecost?	Why do some people think that life is like a journey and what significant experiences mark this? What do Christians learn from the Creation story? What is the trinity? Why is Jesus inspiring to some people?
Year 5	What does it mean if God is holy and loving?	If God is everywhere, why go to a place of worship? (Christians, Hindus, Jews)	How can following God bring freedom and justice?	What did Jesus do to save human-beings?	What would Jesus do?	What does it mean to be a Muslim in Britain today?
Year 6	Creation and Science: conflicting or complimentary?	Was Jesus the Messiah?	What do religions say to us when life gets hard? (Christians, Hindus, Muslims and non-religious e.g. Humanists)	What difference does the resurrection make for Christians?	What kind of King is Jesus?	Is it better to express your beliefs in arts and architecture or in charity and generosity? (Christians and Muslims)



Pillars of Learning Progression

Incarnation

Strand	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Christianity	Nursery • Comments on recent pictures of celebrations in their own life. "This was me celebrating Diwali" • Knows that there are special places of worship • Knows that there are differences between what people believe Reception • Comments on recent pictures of celebrations in their own life. "This was me celebrating Diwali" • Comments on pictures of a wide range of celebrations (Diwali, Eid, Christmas) • Can name different religious venues – Church, Mosque and Gurdwara as a minimum • Knows why religious venues are special and who goes there • Developing positive attitudes about differences between people • Can articulate what festivals others celebrate and begin to explain in more detail ELG • 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. **Why do Christians perform nativity plays at Christmas**? • Singing carols and performing nativity plays is about telling the 'good news' of God coming to earth • Many different people were involved in the Christmas story: Mary, Joseph,, Emperor Augustus, Angel Gabriel, Innkeeper, Jesus, Shepherds, Wise Men, • Christians celebrate Christmas every year as it reminds them how much God loves them • Christmas is about sharing God's love with our families and friends.		**Why does Christmas matter to Christians?** • Pupils know that Christians celebrate Jesus' birth; Advent for Christians is a time for getting ready for Jesus' coming. • Pupils know that Christians believe that Jesus is God. • They know the birth narrative i.e. The Angel appeared to Mary, Mary and Joseph travelled to Bethlehem where Jesus was born as a baby and he was placed in a manger. • Angels appeared to the shepherds. The wise men brought gifts. • The Bible points out that his birth showed that he was extraordinary (e.g. he is worshipped as a king in Matthew) and that he came to bring good news (e.g. to the poor in Luke) • Pupils use the term incarnation. They can talk about examples of how this theme has been explore in art and music (including hymns) by Christians.		**What is the trinity?** • The Father creates; he sends the Son who saves his people; and the Holy Spirit on his people. • Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus. • Pupils know that Christians often try to describe God using symbols, similes, and metaphors, in song, story, poems and art and have created art to help to express this belief. • Pupils know the story of Jesus Baptism (Matthew 3; 11-17) including that Jesus was baptised by John the Baptist that a voice came from above and the dove appeared. They know the symbolism this suggests. • Pupils can describe a Christian Baptism (child and adult) including the terminology of 'in the name of the father, the son and the Holy spirit'.		**Was Jesus the messiah?** • Pupils know that Jesus was Jewish. They understand that 'Christ' is the Greek word for 'anointed one', or 'Messiah'. And that the Old Testament talks about a 'rescuer' or 'anointed one' – a Messiah. That Isaiah 9 v2-7 texts talks about what this 'Messiah' would be like. • Pupils know that most Christians believe Jesus is God incarnate and they believe that his birth, life, death and resurrection were part of a longer plan by God to restore the relationship between humans and God. • Pupils understand that Christians believe that Jesus fulfilled these expectations, and that he is the Messiah. (Jewish people do not think Jesus is the Messiah.) That Christians see Jesus as their Saviour (See Salvation). They can give their own view to answer the questions 'Was Jesus the Messiah?' supported by a reasoned argument.

Pillars of Learning Progression

Incarnation

Strand	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Vocabulary	Christmas, Nativity, Special, Celebrate, Thanksgiving, Welcome, Precious, Advent		Bethlehem, Good News, Gospels, Gratitude, Church, Crib, Incarnate		Trinity, God the Father, God the Son, God the Holy Spirit,		Messiah, Prophecy, Trinity, Incarnation, Saviour, Anointed, Transformation, Transfiguration, Revolution

Each Key Stage should build on and revisit / recap the vocabulary and meanings from previous Key Stages to reinforce and further develop understanding.

Pillars of Learning Progression

Believing

Strand	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Christianity **Islam** **Judaism** **Hinduism** 	Nursery • Comments on recent pictures of celebrations in their own life. "This was me celebrating Diwali" • Knows that there are special places of worship • Knows that there are differences between what people believe Reception • Comments on recent pictures of celebrations in their own life. "This was me celebrating Diwali" • Comments on pictures of a wide range of celebrations (Diwali, Eid, Christmas) • Can name different religious venues – Church, Mosque and Gurdwara as a minimum • Knows why religious venues are special and who goes there • Developing positive attitudes about differences between people • Can articulate what festivals others celebrate and begin to explain in more detail ELG • 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. **Which stories are special and why?** • Know that the Bible is a special book for Christians • Know that the Quran is a special book for Muslims • Know that religious stories have special messages • Can retell the story of Calming of the Storm and talk about the meaning behind it • Know and retell the story of David and Goliath • Know that Jesus teaches about keeping promises through the parable of The Two Brothers • Know and retell the story of The Crying Camel	**Who is a Christian and what do they believe?** • Talk about some simple ideas about Christian beliefs about God and Jesus. • Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means. • Talk about issues of good and bad, right and wrong arising from the stories. • Ask some questions about believing in God and offer some ideas of their own. **Who is Jewish and what do they believe? (Judaism)** • Talk about how the mezuzah in the home reminds Jewish people about God. • Talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat. • Re-tell a story that shows what Jewish people at the festivals of Sukkot, Chanukah or Pesach might think about God, suggesting what it means. • Ask some questions about believing in God and offer some ideas of their own.	**Who is Muslim and what do they believe? (Islam)** • Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah. • Re-tell a story about the life of the Prophet Muhammad. • Recognise some objects used by Muslims and suggest why they are important. • Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel. **What can we learn from sacred books? (Christians, Muslims and Jewish people)** • Recognise that sacred texts contain stories which are special to many people and should be treated with respect. • Re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories. • Ask and suggest answers to questions arising from stories Jesus told and from another religion. • Talk about issues of good and bad, right and wrong arising from the stories.	**Why is the Bible so important for Christians today?** • Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation. • Give examples of how and suggest reasons why Christians use the Bible today. • Describe some ways Christians say God is like, with examples from the Bible, using different forms of expression. • Discuss their own and others' ideas about why humans do bad things and how people try to put things right.	**Why is Jesus inspiring to some people?** • Make connections between some of Jesus' teachings and the way Christians live today. • Describe how Christians celebrate Holy Week and Easter Sunday. • Identify the most important parts of Easter for Christians and say why they are important. • Give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter.		**What do religions say to us when life gets hard? (Christians, Hindus and non-religious e.g. Humanists)** • Express ideas about how and why religion can help believers when times are hard, giving examples. • Outline Christian, Hindu and/or nonreligious beliefs about life after death. • Explain some similarities and differences between beliefs about life after death. • Explain some reasons why Christians and Humanists have different ideas about an afterlife.

Pillars of Learning Progression

Believing

Strand	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Vocabulary	Christmas, Bible, Church, Jesus, believe Allah, Prophet Muhammad, Qu'ran, Mosque Hindu, Diwali, Rama, Sita, Diwa lamp	Christian, God, Creator, message, teaching, belief, miracle, Gospel Jewish, synagogue, Torah, Chanukah / Hanukkah, Judaism, Shabbat, Mezuzah,	Muslim, Islam, Allah, Prophet, Mosque, Eid, Qu'ran, moon and star, Ramadan, tawhid Tenakh, Synagogue, Torah, Ark	Guidance, wisdom, old testament, new testament, books, chapters, verses, gospel, scripture, The Word	Inspirational, role model, incarnation, salvation, resurrection		life, death, suffering, judgement, heaven, salvation

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Pillars of Learning Progression

Expressing

Strand	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Christianity **Islam** **Judaism** **Hinduism** 	Nursery • Comments on recent pictures of celebrations in their own life. "This was me celebrating Diwali" • Knows that there are special places of worship • Knows that there are differences between what people believe Reception • Comments on recent pictures of celebrations in their own life. "This was me celebrating Diwali" • Comments on pictures of a wide range of celebrations (Diwali, Eid, Christmas) • Can name different religious venues – Church, Mosque and Gurdwara as a minimum • Knows why religious venues are special and who goes there • Developing positive attitudes about differences between people • Can articulate what festivals others celebrate and begin to explain in more detail ELG • 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. **Which places are special and why?** • That a church is a holy building for Christians • Recognise internal and external features of a church • That a mosque is a religious building, where Muslims pray • Name a range of features of a mosque and a church • How features of mosques and churches are used and their meanings • Similarities and differences between two places of worship		**What makes some places sacred? (Christians, Jewish people and Muslims)** • 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. • Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe. • Describe some of the ways in which people use music in worship, and talk about how different kinds of music makes them feel. • Ask good questions during a school visit about what happens in a church, synagogue or mosque. **How and why do we celebrate special and sacred times? (Christians, Jewish people and Muslims)** • Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion. • Re-tell stories connected with Christmas/ Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers. • Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion. • Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers.	**Why do people pray? (Christians and Muslims)** • Describe the practice of prayer in the religions studied. • Make connections between what people believe about prayer and what they do when they pray. • Describe ways in which prayer can comfort and challenge believers. • Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray.	**Why do some people think that life is like a journey and what significant experiences mark this? (Christians, Hindus, Jewish people and non religious responses e.g. Humanist)** • Suggest why some people see life as a journey and identify some of the key milestones on this journey. • Describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean. • Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people. • Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief.	**If God is everywhere, why go to a place of worship? (Christians, Hindus, Jewish people)** • Make connections between how believers feel about places of worship in different traditions. • Select and describe the most important functions of a place of worship for the community. • Give examples of how places of worship support believers in difficult times, explaining why this matters to believers. • Present ideas about the importance of people in a place of worship, rather than the place itself.	**Is it better to express your beliefs in arts and architecture or in charity and generosity? (Christians, Muslims and non-religious e.g Humanists)** • Describe and make connections between examples of religious creativity (buildings and art). • Show understanding of the value of sacred buildings and art. • Suggest reasons why some believers see generosity and charity as more important than buildings and art. • Apply ideas about values and from scriptures to the title question.

Pillars of Learning Progression

Expressing

Strand	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Vocabulary	Religion, Special books, Special places, Special stories, prayer		church: altar, cross, crucifix, font, lectern, candles mosque/masjid: wudu; calligraphy, prayer mat, prayer beads, minbar, mihrab, muezzin Religion, celebration, festival, symbol, thankful	Muslim, Islam, Allah, Prophet, mosque, Qu'ran Hinud, mandir, murtis, gods, goddesses	Spiritual, commitment, values, prayer, pilgrim, pilgrimage, devotion, liturgy, ritual, symbolism	some differences between Anglican and Baptist churches; font, lectern, mandir; Orthodox and a Reform synagogue, pilgrimage in Hinduism shrine 'synagogue' = 'house of assembly' (a place to get together), 'schul' = school (a place to learn).	Charity, generosity, responsibility, wealth, poverty, community, support, represent, values, representational art, architecture

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Pillars of Learning Progression

God

Strand	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Christianity	Nursery • Comments on recent pictures of celebrations in their own life. "This was me celebrating Diwali" • Knows that there are special places of worship • Knows that there are differences between what people believe Reception • Comments on recent pictures of celebrations in their own life. "This was me celebrating Diwali" • Comments on pictures of a wide range of celebrations (Diwali, Eid, Christmas) • Can name different religious venues – Church, Mosque and Gurdwara as a minimum • Knows why religious venues are special and who goes there • Developing positive attitudes about differences between people • Can articulate what festivals others celebrate and begin to explain in more detail ELG • 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.		**What do Christians believe God is like?** • Pupils know that Christians believe in God and that they find out about him in the Bible. • They know that a parable is 'a story (in this case told by Jesus) to help people understand ideas'. • They can give an example of such a story i.e. parable of the Lost Son and/or the Story of Jonah. • They know that Christians believe that God is loving kind forgiving and fair. • They know that Christians worship God and pray to him.	**What is it like to follow God?** • Pupils know that Christians believe that God makes covenants or pacts with his people. i.e. The people of God promise to live the way God wants and God promises to stay with them. • Pupils can outline the stories of Noah and Abraham (add selected detail) and the way in which God made a covenant with both. • Pupils know that Christians often make covenants with God and with each other and can make links to e.g. Marriage vows and Baptism vows. • Pupils can give detailed example of people today try to live the way God wants often at personal cost. EG William Booth and the Salvation Army.	**When Jesus left what was the impact of Pentecost?** • Pupils know that Christians believe that after Jesus returned to be with God he sent the Holy Spirit at Pentecost to help the church make Jesus kingdom visible by living in a way that reflects the love of God. • Pupils know the events of the day of Pentecost. That is; The sound of a mighty wind; speaking in tongues; the crowds mixed response: Peter preaches: 3000 believe and are baptised. The church grows from here. • Pupils know the symbols used for the Holy spirit that is; Wind/Fire/Dove/Water/ Comforter and they can identify them as used in art. • Pupils know the that Christians consider the church to be the 'Body of Christ' and that one body has many parts. They can explain what this means • Pupils know the term 'Fruits of the spirit' and how Christians believe that these are the qualities they should develop with the help of the Holy Spirit.	**What does it mean if God is holy and loving?** • Pupils know that Christians believe God is omnipotent, omniscient and eternal. They know that some people do not believe God exists (i.e. Humanist's) and can say why i.e. Humanist's don't believe God is omnipotent omniscient and eternal because… • They know that there are different types of text in the Bible and can give examples of psalms, letters and prophecy. • Pupil know that Christians believe God is holy and loving but that he is also angered by sin and injustice. That not all Christians agree about what God is like but that all try and follow his teachings as they understand it. They can explain that this is why Christians can respond differently both in reaction to social injustice but also in styles of worship and church building. • Pupils can give an example of how biblical ideas about holiness love or forgiveness have made a difference in the world for example Coventry Cathedral. **How can following God bring freedom and justice?** • Pupils will know that most Christians believe that God rescued his people from slavery in Egypt and that this story looks forward to Jesus death and resurrection that rescued people from the slavery of sin. • Pupils know the outline story of Moses and the exodus (select detail) and they can show how these relate to the concepts of freedom justice and salvation. • Pupils know that most Christians believe the 10 commandments (and the Torah) were given to Moses to guide people in how to live in the way wanted them to live as part of the covenant. • Pupils know that most Christians believe that Jesus brings a new covenant with his people showing them how to live through his teachings. They can relate this to the 5 Marks of Mission in the Anglican Church. • Pupils know that the story of the exodus has inspired Christians to work for justice and freedom and they can give at least one detailed example of a charity that does this today. • They are aware that other people fight for justice and freedom too.	**What kind of king is Jesus?** • Pupils know that Jesus told many parables about the Kingdom of God and they can describe at least one in detail (the feast, the tenants in the vineyard, the unforgiving servant). • Pupils know that many Christians believe that Jesus teaching suggests that there will be a future kingdom where God's reign will be complete. • Pupils know that many Christians try to extend the kingdom of God by challenging unjust social practice and by practising forgiveness. • Pupils know the Lord's Prayer and can explain how this describes the Kingdom of God

Pillars of Learning Progression

God

Strand	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Vocabulary	God, Bible, creation, church, worship, pray, harvest, Christian, Lord's prayer, thanks, baptism, charity		Parable, forgiving, loving,	Promises, agreements, covenant, vows, faith, trust	Pentecost, Holy Spirit, Kingdom, anxieties, worries, bereaved, King, comforter, fruits of the spirit, virtues, parish, fellowship, narrative, Letter (as text), inaugurated, invisible, Body of Christ, Father, Son	Omnipotent, eternal, omniscient, holy, loving, forgiving, sin, grace, injustice, confessional, reconciliation, holiness, psalms Freedom, justice, theological, exodus, slavery, obedience, salvation, commandments, covenant, Christian church, injustice, mission, nomads	unjust

Each Key Stage should build on and revisit / recap the vocabulary and meanings from previous Key Stages to reinforce and further develop understanding.

Pillars of Learning Progression

Salvation

Strand	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Christianity	Nursery • Comments on recent pictures of celebrations in their own life. "This was me celebrating Diwali" • Knows that there are special places of worship • Knows that there are differences between what people believe Reception • Comments on recent pictures of celebrations in their own life. "This was me celebrating Diwali" • Comments on pictures of a wide range of celebrations (Diwali, Eid, Christmas) • Can name different religious venues – Church, Mosque and Gurdwara as a minimum • Knows why religious venues are special and who goes there • Developing positive attitudes about differences between people • Can articulate what festivals others celebrate and begin to explain in more detail ELG • 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. **Why do Christians put a cross in an Easter garden?** • The events of Holy Week (Palm Sunday, Maundy Thursday / The Last Supper, Good Friday) • The cross is a symbol to help us remember 'Good' Friday. • Jesus died on a cross on Good Friday. • Christians make Easter gardens to remember this story • Easter Eggs are a symbol of new life • Jesus' name means 'He Saves' • Christians believe Jesus came to show God's love • Christians show how they love and care for one another in lots of ways by being thoughtful and kind, visiting Church, attending and helping at community events etc	**Why does Easter matter to Christians?** • Pupils will know that Easter is very important in the 'Big story' of the Bible. • Pupils will know the outline of events inc: Entry in Jerusalem; The last Supper: Jesus arrest and betrayal: He was put on trial; He was crucified: He came back to life and appeared to Mary Magdalene. • Pupils will know that Christians believe that Jesus is willing to forgive all people even those that put him on the cross. That Jesus did this to build a bridge between man and God. By rising from the dead he gives Christians a hope in a new life. • Pupils will know that Christians believe in life after death.		**Why do Christians call the day Jesus died 'Good Friday?'** • Pupils will know that Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection. • Pupils will be able to say what each event of Holy week means for Christians today inc: Palm Sunday: washing disciples' feet at the Last Supper: Bread and wine at the Last Supper; Judas' betrayal; Peter's denial; the Crucifixion; the Resurrection. • Pupils know that most Christians believe that Jesus rose from the dead and so is alive today. They can explain why Christians call this Good Friday. • They know that for some Christians today standing up for your faith can risk ridicule and even persecution.		**What did Jesus do to save human-beings?** • Pupils will know that Christians believe that Jesus sacrifice on the cross was a way of paying for all the sins of mankind. That as a result they have been 'saved' or rescued by God. • Pupils know the outline of events of the crucifixion (Passion narrative) from John 19. That is: The soldiers mock Jesus: Trial before Pilate; Jesus carries his cross; Soldiers crucify Jesus; Jesus Mary and John; Jesus dies; Jesus side is pierced; Jesus is buried in Joseph's tomb. • Pupils know about the Isaiah 53 passage and can make connections to John 19 using the idea of the suffering servant. They use terms like Messiah, Passion, Salvation and Sacrifice in theological context. • They know that Christians remember Jesus' sacrifice through the service of Holy Communion/ Lord's Supper/The Eucharist/the Mass). They are able to explain denominational difference in practice. • They know that some Christians feel called to sacrifice their own needs to the needs of others and they can give an example of this.	**What difference does the resurrection make for Christians?** • Pupils will know that the book of Luke gives an account of a number of resurrection appearances. (Luke 24). • They can describe these appearances; to the women at the Tomb, The road to Emmaus and to the disciples on the beach. • Pupils know that most Christians believe that Jesus resurrection means that death isn't the end and that they have hope in a new life with God in heaven. • Pupils can explain how this is reflected in Christian worship in both modern and traditional songs. • They can describe a number (add specifics) of Good Friday and Easter Sunday celebrations across a range of denominational settings. • They can explain why certain things might happen at a Christian funeral.

Pillars of Learning Progression

Salvation

Strand	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Vocabulary	Easter, Palm Sunday, King, save, rescue, palm, Good Friday, Easter Saturday, Easter Sunday, commandment, risen, hero, Samaritan, gospel, hosanna	Incarnation, holy week, worship, festival, symbol, cross, crucifix, suffering, forgiveness, lent		, fall, Maundy Thursday, Last Supper, Holy Communion, Passover, death, crucifixion, resurrection, ritual, betrayal, trust		Sacrifice, Eucharist, Mass	Victory, restoration, epitaph, memorial

Each Key Stage should build on and revisit / recap the vocabulary and meanings from previous Key Stages to reinforce and further develop understanding.

Pillars of Learning Progression

Creation

Strand	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Christianity	Nursery • Comments on recent pictures of celebrations in their own life. "This was me celebrating Diwali" • Knows that there are special places of worship • Knows that there are differences between what people believe Reception • Comments on recent pictures of celebrations in their own life. "This was me celebrating Diwali" • Comments on pictures of a wide range of celebrations (Diwali, Eid, Christmas) • Can name different religious venues – Church, Mosque and Gurdwara as a minimum • Knows why religious venues are special and who goes there • Developing positive attitudes about differences between people • Can articulate what festivals others celebrate and begin to explain in more detail ELG • 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. • God is a VIP for Christians • Christians believe that God's name must be respected and kept holy • God created the world in 7 days • God made Adam and Eve to look after his world • Christians believe that God created our wonderful world and that we should look after it	**Who made the world?** • Pupils know that Christians believe that God created the universe. That the earth and everything in it are important to God. • Pupils can identify the sequence of the creation story and know the importance Christians attach to a day of rest. • Pupils know that Christians believe that God has a unique relationship with human beings as their creator and sustainer. • They know that Christians believe they should give thanks to God for his creation and that Harvest Festival is a time to do this. • Pupils know that Christians believe they should care for the world because it belongs to God. They can give an example.			**What do Christians learn from the Creation story?** • Pupils know that Christians believe that although God made the world humans spoiled that friendship with God, and that Christians call this the Fall. • Pupils are aware of the story of Adam and Eve but cannot give the detail. • Pupils know that Christians believe that God gives guidelines such as the 10 commandments and offers forgiveness when they fall short. • Pupils understand that many Christians believe they should be stewards or caretakers of God's creation.		**Creation and Science: conflicting or complimentary?** • Pupils know that there is much debate and controversy around the relationship between creation stories in Genesis and scientific accounts. The can outline both points of view. They know that there are many scientists who are also Christians. • Pupils know that the discoveries of science often make Christians even more in awe of the power and majesty of God. • Pupils know that some of this controversy is connected with the way in which the Genesis text is interpreted and the genre of writing it is considered to be; i.e. poetic account or historical account. • Pupils know that not all Christian believe the same about the relationship between Creation and science. • Pupils know and understand the significance of Psalm 8 for the Christian belief in stewardship.

Pillars of Learning Progression

Creation

Strand	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Vocabulary	God, Bible, creation, church, worship, pray, harvest, Christian, Lord's prayer, thanks, baptism, charity	Jewish, creator, universe, relationship, unique			Timeline, responsible, design, Garden of Eden, temptation, human nature, forgiveness, punishment, sin, commandments		Contemporary, scientific, controversy, conflict, wonder, majesty, power, interpretations, cosmology, evolution

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Pillars of Learning Progression

Gospel

Strand	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Christianity	Nursery • Comments on recent pictures of celebrations in their own life. "This was me celebrating Diwali" • Knows that there are special places of worship • Knows that there are differences between what people believe Reception • Comments on recent pictures of celebrations in their own life. "This was me celebrating Diwali" • Comments on pictures of a wide range of celebrations (Diwali, Eid, Christmas) • Can name different religious venues – Church, Mosque and Gurdwara as a minimum • Knows why religious venues are special and who goes there • Developing positive attitudes about differences between people • Can articulate what festivals others celebrate and begin to explain in more detail ELG • 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.	**What is the good news that Jesus brings**? • Pupils will know that Christians believe that Jesus brings the good news (Gospel) and that God loves them and he will forgive them when they go wrong. • Pupils will know that Christians believe that by forgiving they will find peace in their own lives, with others, and with God. • Pupils know the story of the calling of Matthew (including why the tax collector was unpopular, and how people reacted) the tax collector and that Jesus chose as his closest friends (disciples) many who were friendless. • Pupils know that Christians will pray to God prayers to say sorry to ask for things to say thank you.		**What kind of world did Jesus want?** • Pupils will know that Christians believe that through his teachings Jesus challenges everyone about the way they live. • Pupils will know that Jesus first disciples left their jobs and families to follow Jesus. • Pupils will know that it is claimed that Jesus could heal a leper. By doing this Christians believe that showed love for those that others ignore. They can relate this to the activities of the local church and of Christian charities. • Pupils will know what a parable is. Pupils can retell the parable of the Good Samaritan (including the man being attacked, the Levite and the priest passing by, the Samaritan stopping to help, and that Jesus asked who was this man's neighbour). • They can describe the work of a Christian charity that tries to put this teaching into practice e.g. Christian Aid. They should know that people of other faiths and of none also run charity work.		**What would Jesus do?** • Pupils will know that Christians believe that the Gospel of Jesus is not just about setting a good example but also about healing the damage done (by sin) in the world. • Pupils will know a range of Jesus teachings: The wise and foolish builder's/the sermon on the mount/the healing of the centurion's servant/Jesus and the moneylenders/the woman caught in adultery. (select specific detail to retell). • Pupils will be able to relate these teachings to activities undertaken by Christian groups and by the church to bring these teachings to life in their churches and communities. • Pupils will know that although these texts are fixed the way that different Christians have interpreted them over the years and in different cultures will vary.	

Pillars of Learning Progression

Gospel

Strand	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Vocabulary		Good news, friendship, forgiveness, peace, instructions, community, sharing, thankful		Neighbour, disciple, clergy, teachings, parable, hidden meaning, love, hypocrisy, social justice		National, global, sermon, commandments, miracle, transformation, sacrament, discipleship	

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Pillars of Learning Progression

Living

Strand	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Christianity **Islam** **Judaism** **Hinduism** 	Nursery • Comments on recent pictures of celebrations in their own life. "This was me celebrating Diwali" • Knows that there are special places of worship • Knows that there are differences between what people believe Reception • Comments on recent pictures of celebrations in their own life. "This was me celebrating Diwali" • Comments on pictures of a wide range of celebrations (Diwali, Eid, Christmas) • Can name different religious venues – Church, Mosque and Gurdwara as a minimum • Knows why religious venues are special and who goes there • Developing positive attitudes about differences between people • Can articulate what festivals others celebrate and begin to explain in more detail ELG • 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. Where do we belong? • The story of Jesus blessing the children. • Recognise groups to which they belong. • Talk about groups that others belong to. • Similarities and differences between themselves and others and amongst families. • Recognise symbols or badges which show belonging, including religious ones • How babies are welcomed by families • What happens at a traditional infant baptism. • How babies are welcomed by Muslim families • What happens when a baby is welcomed into the Muslim tradition • About objects that matter in Hinduism especially when welcoming a new baby	**What does it mean to belong to a faith community? (Christians and Jewish people)** • 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. • Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean. • Identify two ways people show they belong to each other when they get married. • Respond to examples of co-operation between different people.	**How should we care for others and the world and why does it matter? (Christians, Muslims and Jewish people)** • Re-tell Bible stories and stories from another faith about caring for others and the world. • Identify ways that some people make a response to God by caring for others and the world. • Talk about issues of good and bad, right and wrong arising from the stories. • Talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more. • Use creative ways to express their own ideas about the creation story and what it says about what God is like.	**What does it mean to be a Christian in Britain today?** • Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings. • Describe some ways in which Christian express their faith through hymns and modern worship songs. • 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. • 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.	**(Hinduism) What does it mean to be a Hindu in Britain today?** • 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. • Describe some ways in which Hindus express their faith through puja, aarti and bhajans (A2). 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). • 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.	**(Islam) What does it mean to be a Muslim in Britain today?** • Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad. • Describe and reflect on the significance of the Holy Qur'an to Muslims. • Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils. • Make connections between the key functions of the mosque and the beliefs of Muslims.	

Pillars of Learning Progression

Living

Strand	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Vocabulary	infant baptism and dedication, Aqiqah ceremony	Belonging, fish/ICHTHUS badges baptism and dedication, promise	Genesis 1, Creation, tzedekah (charity) in Judaism	Bible, cross/crucifix, palm cross, pictures of Jesus or the holy family (Mary, Joseph and Jesus) grace before meals, family prayers and Bible reading, private prayer and Bible reading, giving money to charity	Describe puja and how it shows Hindu faith puja, aarti and bhajans Simran and Vraj diva lamp karma, Gandhi	Five Pillars of Islam as an expression of ibadah (worship and belief in action). Shahadah (belief in one God and his Prophet); salat (daily prayer); sawm (fasting); zakat (alms giving); hajj (pilgrimage). Holy Qur'an	

Each Key Stage should build on and revisit / recap the vocabulary and meanings from previous Key Stages to reinforce and further develop understanding.

Key Concept Progression

God - Fundamental to Christian belief is the existence of God, Father, Son and Holy Spirit

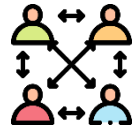
EYFS	KS1	LKS2	UKS2
• **Know** that God is a name.	• **Know** that Christians believe in God, and that they find out about God in the Bible. • **Recognise** that Christians believe God is loving, kind, fair and also Lord and King; and there are some stories that show this • **Remember** that Christians worship God and try to live in ways that please him.	• **Explain that** Christians believe God is Trinity: Father, Son and Holy Spirit (see Incarnation) • **Give examples** of Bible stories show how God keeps his promises. • **Discuss** how Christians find that understanding God is challenging; people spend their whole lives learning more and more about God • **Relate** symbols, similes and metaphors to God , in song, story, poems and art.	• **Understand** Christians believe that God is omnipotent, omniscient and eternal, and that this means God is worth worshipping. • **Explore why** Christians believe God is both holy and loving, and Christians have to balance ideas of God being angered by sin and injustice (see Fall) but also being loving, forgiving, and full of grace. • **Consider** why Christians believe God loves people so much that Jesus was born, lived, was crucified and rose again to show God's love. • **Debate** about what God is like. Christians do not all agree what God is like, but try to follow his path, as they see it in the Bible or through Church teaching. • **Discuss** why Christians believe getting to know God is like getting to know a person rather than learning information.

Key Concept Progression

Creation & Fall - The universe and human life are God's good creation. Humans are made in the image of God but they have a tendency to go their own way; this attitude is called sin.

EYFS	KS1	LKS2	UKS2
• **Understand** that Christians believe God is Creator of the universe. • **Discuss** Christians believe God made our wonderful world and so we should look after it.	• **Recognise** that God created the universe and the Earth and everything in it are important to God. • **Ask** questions about the relationship between God and with human beings. • **Illustrate how** Humans should care for the world because it belongs to God.	• **Show** how God wants to help people be close to him. • **Examine** the Bible account of how humans spoiled their friendship with God.	• **Compare** and **contrast** the poetic account of creation from the Bible and contemporary scientific accounts.

People of God - People who will model a restored relationship with God, who will attract all other people back to God.



EYFS	KS1	LKS2	UKS2
• **Listen** to stories about the People of God.	• **Discuss** stories about the People of God.	• **Understand** that the Old Testament tells stories about the children of Israel and their relationship with God. • **Explain** the benefits of having a relationship with God.	• **Trace** the people of God throughout the Bible: Abraham, Jacob to David • **Explore** stories from the Bible and analyse how Christians today apply these ideas to living today • **Explore** how Christians see the Christian Church as part of the ongoing story of the People of God, and try to live in a way that attracts others to God, for example as light in the world.

Key Concept Progression

Incarnation - Jesus is God's answer – the Messiah and Saviour, who will repair the effects of sin and the Fall and offer a way for humans to be at one with God again.

EYFS	KS1	LKS2	UKS2
• **Know** that Christians believe God came to Earth in human form as Jesus. • Christians believe Jesus came to show that al people are precious and special to God.	• **Recount** the story of Jesus' extraordinary birth in Bethlehem. • **Know** that Christians celebrate Jesus' birth, and that Advent for Christians is a time for getting ready for Jesus' coming.	• **Understand** that Christians believe Jesus is one of the three persons of the Trinity: God the Father, God the Son and God the Holy Spirit. • **Investigate** how Christians worship God as Trinity.	• **Understand** that Jesus was Jewish. • **Discuss** Christians believe Jesus is the Messiah and that his birth, life, death and resurrection were part of God's plan to restore the relationship between humans and God. • **Contrast** this belief with the Jewish faith which does not think Jesus is the Messiah • **Analyse** why Christians see Jesus as their Saviour

Gospel - Jesus' life, teaching and ministry which embodies what it is like to be one of the People of God.

EYFS	KS1	LKS2	UKS2
• **Know** that Christians believe that God loves everyone.	• **Know** that Christians believe Jesus brings good news for all people including being loved by God, and being forgiven for bad things. • **Talk about** how Jesus is a friend to the poor and friendless. • **Consider** Jesus' teachings about how to live the right way	• **Examine** how Jesus' life shows what it means to love God (his Father) and love your neighbour. • **Identify** how Christians try to put the teaching and example of Jesus into practice every day.	• **Analyse** how 'good news' is not just about setting an example for good behaviour and challenging bad behaviour: Christians believe that Jesus offers a way to heal the damage done by human sin. • **Explore** how Christians believe that they should bring this good news to life in the world.

Key Concept Progression

Salvation - Jesus' death and resurrection effect the rescue or salvation of humans

EYFS	KS1	LKS2	UKS2
• **Know** that Christians believe Jesus came to show God's love and remember Jesus' last week at • Easter Recognise that Christians try to show love to others.	• **Know** that Easter is important in the 'big story' of the Bible. • **Remember** that Christians believe Jesus showed that he was willing to forgive all people ad builds a bridge between God and humans. • **Know** that Christians believe Jesus rose from the dead, giving people hope of a new life.	• **Describe** how Christians celebrate and see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection. • **Explain** how events of Holy Week were important in showing the disciples what Jesus came to earth to do. • **Understand** that Christians trust that Jesus really did rise from the dead, and so is still alive today	• **Consider** why Christians read the 'big story' of the Bible, including Gospels and the New Testament. • **Discuss** the different ways that Christians interpret Jesus' death and explore how Christians remember Jesus' sacrifice through the service of Holy Communion. • **Know** that belief in Jesus' resurrection confirms to Christians that Jesus is the incarnate Son of God, but also hope for life with God, starting now and continuing in a new life (Heaven). • **Explore** how Christians believe that Jesus calls them to sacrifice their own needs to the needs of others.

Key Concept Progression

Kingdom of God - The idea of the 'Kingdom of God' reflects God's ideal for human life.

EYFS	KS1	LKS2	UKS2
• **Listen** to parables and stories from the Bible.	• **Know** that parables often try to teach Christians lessons about how to live their life.	• **Discuss** Christian beliefs that Jesus' whole life was a demonstration of his belief that God is king, not just in heaven but here and now. • **Discover** the meaning of the Pentecost and the importance of the Holy Spirit to Christians.	• **Explore** the parables about the Kingdom of God and consider what they mean. • **Consider** why many Christians challenge unjust social structures in their locality and in the world.

Islam

KS1	KS2
• **Know** some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah. • **Know** a story about the life of the Prophet Muhammad. • **Remember** some objects used by Muslims and suggest why they are important. • **Give examples** of some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel.	• **Discuss** the connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad. • **Explain** the significance of the Holy Qur'an to Muslims. • **Recognise** the forms of guidance a Muslim uses. • **Understand** the key functions of the mosque and the beliefs of Muslims.

Key Concept Progression

Judaism

KS1	KS2
• **Know** how the mezuzah in the home reminds Jewish people about God. • **Explain** how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat. • **Talk** about a story that shows what Jewish people at the festivals of Sukkot, Chanukah or Pesach might think about God, suggesting what it means.	• **Describe** Jewish beliefs about God • **Explore** examples of some texts that say what God is like and explain how Jewish people interpret them. • **Talk** about clear connections between Jewish beliefs about the Torah and how they use it. • **Understand** clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws. • **Explain** how Jewish people put their beliefs into practice in different ways (e.g. some differences between Orthodox and Progressive Jewish practice). • **Understand** and know and consider and weigh up the value of e.g. tradition, ritual, community, study and worship in the lives of Jews today, and articulate responses on how far these ideas are valuable to people who are not Jewish.

Hinduism

KS2
• **Discuss** examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life. • **Describe** ways in which Hindus express their faith through puja, aarti and bhajans. • **Explore** reasons why being a Hindu is a good thing in Britain today, and reasons why it might be hard sometimes. • **Identify** links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, help others.

Progression in language of religious study and worldviews

Judaism

EYFS	KS1	Year 3 / 4	Year 5 / 6
Moses Passover Torah Synagogue	Jewish, Synagogue, Torah, Bimah, Chanukah / Hanukkah, Ark, Judaism, Shabbat, Mezuzah, Tenakh	• Jewish, Judaism, Moses, Exodus, Lawgiver, Ten Commandments, Star of David, Passover / Pesach, Shabbat, Shema, Torah	Judaism, Jewish. Synagogue, Schul, Jerusalem, Western Wall, Orthodox, Reform, Tu B'Shevat, Tzedakah, Tikkun Olam

Hinduism

EYFS	KS1	Year 3 / 4	Year 5 / 6
Hindu, mandir, gods, goddesses, Diwali		Hindu, mandir, murtis, gods, goddesses, Diwali, Aum, Trimurti, Dharma, Ramayana	Hindu, Ahimsa, Karma, Dharma, Murtis, Brahman, Mandir, Gods, Goddesses, Shrines, Mahatma

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Progression in language of religious study and worldviews

Islam

EYFS	KS1	Year 3 / 4	Year 5 / 6
Allah, Prophet Muhammad, Qur'an, Mosque	Muslim, Islam, Allah, Prophet, Mosque, Eid, Qur'an, Moon and Star, Ramadan, Tawhid	Muslim, Islam, Allah, Prophet, Mosque, Qur'an, Surah, Moon and Star, Ramadan, paradise	Muslim, Allah, Prophethood, Ummah, 5 Pillars, Prophet Muhammad, Iman (faith), Akhlaq (character or moral conduct), Qur'an, Hadith, Mosque, Hajj

Non-religious worldviews

EYFS	KS1	Year 3 / 4	Year 5 / 6
Non-religious	Humanist, Golden Rule, non-religious	Humanist, Golden Rule, non-religious, spiritual but not religious, atheist	Atheist, agnostic, Humanist, rationalist, Golden Rule, spiritual but not religious

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