

# Great Ellingham and Rocklands Primary Schools

## RE – Knowledge Progression



EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>• Recognise simple religious beliefs or teachings.</li> <li>• Talk about some aspects of a religious or belief story.</li> <li>• Introduce key theological vocabulary such as 'God'.</li> <li>• Recognise a number of religious words. • Know where some religious worldviews originated</li> <li>• Name some religious symbols.</li> <li>• Name some religious artefacts.</li> <li>• Talk about religious events that they see or</li> </ul>	<p>The 5 senses</p> <p>Worship practices:</p> <ul style="list-style-type: none"> <li>• Visual art</li> <li>• Artefacts</li> <li>• Story</li> <li>• Music</li> </ul>	<ul style="list-style-type: none"> <li>• Retell at least one narrative where light is an important symbol.</li> <li>• Recognise that the narratives used by Christians, Hindus and Jews reflect their key beliefs.</li> <li>• Give an example of how Christians, Hindus and Jews use beliefs (and the symbolism of light) to guide their daily live</li> </ul>	<ul style="list-style-type: none"> <li>• Identify a range of ways in which religious belief can impact daily life.</li> <li>• Show awareness of the similarities and differences between the commitment ceremonies or rites of passage within Christianity, and between Christianity, Judaism and Sikhism.</li> <li>• Identify some similarities and differences in how people practise and express beliefs about commitment</li> </ul>	<ul style="list-style-type: none"> <li>• God: Christian belief in one God.</li> <li>• Sources of authority which explain to Christians the nature of God, e.g. Bible, experience, creeds.</li> <li>• Compare and contrast the Laws of Moses and New Testament teachings as sources of authority for Christians – that while Christianity draws on teachings of the OT Law, it is ultimately formed by a NT understanding of the sacrifice of Jesus as the fulfilment of the Law.</li> <li>• Jesus: As God incarnate, also known as the Son of God. Christian belief that Jesus fulfilled prophecies about the Messiah.</li> <li>• Christian belief that humans are made in God's image but became sinful and need saving.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the different philosophical answers to questions relating to meaning and existence.</li> <li>• Explain some of the different ways in which philosophers understand abstract concepts such as arguments for the existence of God: Ontological, Cosmological or Teleological arguments as found in the work of St. Thomas Aquinas for example.</li> <li>• Explain, using a range of reasons, whether a position or argument is coherent and logical.</li> <li>• Link a range of different pieces of evidence together to form a coherent argument to support or oppose the existence of God</li> </ul>	<ul style="list-style-type: none"> <li>• Moral philosophy: investigation of moral issues such as peace and conflict.</li> <li>• Christianity, Hinduism, Islam: individual, community and society: the life and work of a Christian/Muslim/Hindu individual whose faith impacted on their actions.</li> <li>• The impact of Christian/Muslim/Hindu teachings on daily life.</li> <li>• Hinduism: ahimsa: non-violence springs naturally from the Hindu belief of unity in diversity.</li> <li>• The impact of ahimsa on daily life, including many Hindus being vegetarian.</li> <li>• The role of the Muslim community in charity work as an expression of their faith.</li> </ul>



<p>hear about e.g. festivals, ceremonies.</p> <ul style="list-style-type: none"> <li>• Talk about what people wear because of their beliefs.</li> <li>• Visit a local place of worship.</li> <li>• Talk to someone who holds a particular religious belief</li> <li>• Identify simple features of religious life and practice in a family context.</li> <li>• Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and</li> </ul>	<ul style="list-style-type: none"> <li>• Explain how and why Christians celebrate Christmas/Easter</li> <li>• Explain how and why Muslims celebrate (Eid-ul-Fitr and Eid-ul-Adha)</li> <li>• Explain how and why Jews celebrate Hanukah</li> <li>• Understand how these festivals help to bring the religious communities together.</li> </ul>	<ul style="list-style-type: none"> <li>• Retell the Christmas story.</li> <li>• Recognise that Christians believe Jesus was sent by God to be him in the flesh.</li> <li>• Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas.</li> <li>• Recognise the connection between Christmas and Easter</li> </ul>	<ul style="list-style-type: none"> <li>• Show awareness of the Biblical origins of Christian teachings of the Trinity.</li> <li>• Identify different types/genres of writing within the Bible.</li> <li>• Give examples of how Christians might express their beliefs about the Trinity (e.g. in art or literature).</li> <li>• Identify how Christian baptism uses and expresses the doctrine of Trinity.</li> <li>• Recognise ways in which belief in the Trinity might make a difference to the way a Christian thinks about their life and how they see the world</li> </ul>	<ul style="list-style-type: none"> <li>• Textual theology: consideration of genre, author, context and audience in relation to the Bible</li> <li>• At least three the views about the nature and existence of God.</li> <li>• The difference between knowledge, belief and opinion.</li> <li>• The complex nature of concepts such as truth and reality.</li> <li>• Debates about whether something can be proven.</li> <li>• Sikh beliefs about God as Supreme Truth, Ultimate reality and Sustainer of all things. Use of the term Waheguru and other titles used for God</li> </ul>	<p>Explain divergent role of music in worship and festivals in the life of the Christian Church.</p> <ul style="list-style-type: none"> <li>• Explain how art has been used in Christianity to reflect key events and facilitate worship.</li> <li>• Explain key teachings from the Quran, the Hadith and important Muslim teachers (Al-Ghazali) in regard to the use of music and art.</li> <li>• Explain, using a range of reasons, responses to instances of Aniconism and Iconoclasm in Muslims and Christian history</li> </ul>	<ul style="list-style-type: none"> <li>• The ways in which the Qur'an and Hadith form a source of authority.</li> <li>• Key distinctions between the three main Muslim traditions (Sunni, Shia and Sufi).</li> <li>• Muslim perspectives on moral issues including the idea of 'intention'.</li> <li>• The role of the Masjid (mosque).</li> <li>• The significance and impact of Five Pillars of Islam.             <ul style="list-style-type: none"> <li>• The importance of Ramadan, the two Eid festivals and Jummah Prayers</li> </ul> </li> </ul>
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what has been read in class.

- Understand the past through settings, characters and events encountered in books read in class and storytelling.
- Name and describe people who are familiar to them.
- Understand that some places are special to members of their community.
- Recognise that people have different beliefs and celebrate special times in different ways.

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						Stuart Mill on Utilitarianism.
	<ul style="list-style-type: none"> <li>• The Easter narrative in the Bible</li> <li>• Christians believe Jesus died on the cross (crucifixion) to save people (salvation)</li> <li>• Christians believe Jesus came back to life (resurrection)</li> <li>• Christians believe Easter gives people hope of a new life, now and in the future</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise that Passover (Pesach) is a Jewish festival.</li> <li>• Identify ways in which Passover can have an impact on Jewish daily life and family.</li> <li>• Identify evidence of religion and belief especially in the local area</li> </ul>	<ul style="list-style-type: none"> <li>• Show awareness of the Qur'an as the supreme source of authority for Muslims and begin to explore its authorship and organisation.</li> <li>• Identify ways in which the Muslim view of Allah is similar to and different from the Christian view of God. Begin to understand this in the context of the three Abrahamic religions.</li> <li>• Recognise ways in which the Muslim view of Allah influences the way Muslims live their lives and view other people.</li> <li>• Recognise that there are many different answers to the question, 'What is God like?'</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the Church as a global community of Christian believers.</li> <li>• Awareness of the concept of denominations within Christianity, along with examples e.g. Anglican, Roman Catholic, Baptist, Methodist, Free Church, Salvation Army.</li> <li>• Describe different expressions of Christian worship including for example the Eucharist and pilgrimage.</li> <li>• The diverse ways in which people celebrate festivals such as Christmas, Easter and Pentecost; in particular contrasting two different contexts such as local/global or rural/urban.</li> <li>• Give of at least two key teachings from religious teachers such as Martin Luther, and how the</li> </ul>	<ul style="list-style-type: none"> <li>• Jesus: As God incarnate, also known as the Son of God. Christian belief that Jesus fulfilled prophecies about the Messiah.</li> <li>• Salvation: Gospel accounts of Jesus' death and resurrection and the various interpretations of these accounts in terms of the meaning of salvation (e.g. forgiveness, sacrifice, redemption).</li> <li>• Textual theology: consideration of genre, author, content, reliability and audience in relation to the Gospels and resurrection of Jesus .</li> <li>• Practices and expression: worship: different expressions of Christian worship.</li> <li>• Festivals: the diverse ways in which people celebrate festivals such as Easter</li> </ul>	<ul style="list-style-type: none"> <li>• Creation: Christian belief that humans are made in God's image, by God.</li> <li>• Theistic Evolution: Awareness of the relationship between the Genesis narratives and scientific explanations.</li> <li>• Scientific Theory: The Big Bang Theory.</li> <li>• Textual theology: consideration of the genre of Genesis.</li> <li>• Logic: debates about whether some things can be proven</li> </ul>



				Great Schism and the Reformation impacted Christianity		
	<ul style="list-style-type: none"> <li>• The creation stories within Christian and Hindu traditions</li> <li>• Non-religious ideas about the origin of the universe.</li> <li>• Reasons why people look after the world.</li> <li>• Examples of how people look after the world.</li> </ul>	<ul style="list-style-type: none"> <li>• To give a reason why a member of at least one religious community might believe in God.</li> <li>• To give a reason why a person might not believe in God.</li> <li>• To give an example of what a member of a religious community might believe about God.</li> <li>• Make connections between people's beliefs of right and wrong and their belief about God</li> </ul>	<ul style="list-style-type: none"> <li>• Identify how a person's beliefs and actions align them with the religion if Islam.</li> <li>• Identify a range of ways in which Muslim beliefs impact on a believer's daily life, their family, community and society.</li> <li>• Identify some similarities and differences in how Muslims around the world practise and express their beliefs about Allah</li> </ul>	<ul style="list-style-type: none"> <li>• At least one interpretation of the term 'sacrifice'</li> <li>• The story of Abraham/Ibrahim and Isaac/Ismail and the place of sacrifice in Judaism/Islam</li> <li>• Christians believe Jesus was the 'ultimate' sacrifice for the forgiveness of sins.</li> <li>• Religious teachings about self-sacrifice</li> <li>• Humanist views on altruism and charity, considering the reasoned approach to these.</li> </ul>	<ul style="list-style-type: none"> <li>• The concepts of Brahman, Atman, Avatars, Ahimsa, Samsara and Karma.</li> <li>• The different genres and interpretations of oral traditions and the Vedas.</li> <li>• The impact of events and experiences on Hindu beliefs.</li> <li>• Different views about the nature of knowledge, meaning and existence.</li> <li>• Introducing ethical theory.</li> <li>• The impact of Ahimsa, Dharma and Karma on daily life and beyond.</li> </ul>	<ul style="list-style-type: none"> <li>• The varying beliefs about God, the Buddha, the Four Noble Truths, the cycle of birth, death and rebirth and the Five Precepts.</li> <li>• The use of Jataka Tales as a source of moral guidance.</li> <li>• The different views about the nature of knowledge, meaning and existence.</li> <li>• Buddhist perspectives on moral issues and consideration of the consequences of action in relation to Karma</li> </ul>