

RE: Knowledge Progression and Overview



Intent: To nurture wise, compassionate citizens with the power to make a difference through R.E. by

- Providing a balanced curriculum with clear progression that deepens their understanding of the link between a person's beliefs, understanding of the world around them and their actions (Believing, Thinking and Living - or Heart, Head, Hands) so contributing to pupils' spiritual, moral, social and cultural development, building connections between people by developing knowledge and understanding of other major world religions and world views and their impact on society and culture
- Developing a safe environment within which to be curious and ask questions about beliefs and moral questions and to critically reflect on their own religious, spiritual and philosophical convictions
- Making the most of the links with our school's dilemma-led curriculum, ensuring pupils have opportunity to be courageous advocates for change in their local, national and global communities, and are aspirational for themselves and hopeful for the communities of which they are a part.



BELIEVING (ODBE syllabus)

EYFS (ELGs)	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Explain the reasons for rules, know right from wrong and try to behave accordingly 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>Recognise the core beliefs of the religion(s) studied e.g. creation, salvation incarnation; belief in one God (Christianity & Judaism) Recall a variety of religious stories used for different purposes.</p>	<p>Give a simple account of some of the core beliefs and symbols of the religions and nonreligious world views studied Retell a selection of key stories, making links to the core beliefs</p>	<p>Identify the role of some religious figures in the core beliefs and stories (Jesus, Moses, Rama, Sita etc.) Identify different types of texts within sacred writings (laws, narratives, prayers, poems, story)</p>	<p>Describe the lives of the most important religious figures and their place within the belief system Suggest meaning for the various kinds of writing found within sacred texts</p>	<p>Identify and describe the role of sacred texts in establishing belief systems and influencing religious leaders Use technical & religious language to identify the different writings within sacred texts</p>	<p>Recognise the role of inspiration in the creation of sacred texts and the lives of leaders Explain the connections between sacred texts and beliefs using theological terms</p>



LIVING (ODBE syllabus)

EYFS (ELGs)	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Make comments about what they have heard and ask questions to clarify their understanding Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate Express their ideas and feelings about their experiences using full sentences</p>	<p>Give simple examples of how the stories and beliefs influence the behaviour of believers, with reference to the local area Identify some elements of practice that arise from these beliefs</p>	<p>Give examples of the festivals/rituals that link to key beliefs (e.g. Christmas, Easter, Passover, Sukkot) Give examples of how beliefs are linked to worship and prayer</p>	<p>Identify the key practices of a faith and some of the differences between denominations or sects Describe how beliefs influence worship and guide lifestyle choices</p>	<p>Make links between the texts studied and the practice of faith in the community and family Describe the beliefs that have the greatest impact on practice, particularly in relationship to beliefs about God</p>	<p>Make clear links between the texts and concepts studied and common practice across denominations Describe the actions of believers in their communities, locally and globally that demonstrate commitment</p>	<p>Show how believers put their beliefs into practice in different ways (e.g. different denominations and sects) particularly in questions about life and death Show how inspiration might play a part in how believers interpret the texts</p>



LINKING (ODBE syllabus)

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Talk about their own experiences and religious practices. Begin to make some comparisons between different religions discussed. Show respect to others and their beliefs.</p>	<p>Talk about their own experiences in the light of the religious knowledge gained Express their own opinions appropriately Talk about the differences that beliefs make to the way believers live Make simple comparisons to their own lives Ask questions about the beliefs and practices of others</p>	<p>Talk about their own experiences in the light of the religious knowledge gained Express their own opinions appropriately Talk about the differences that beliefs make to the way believers live Make simple comparisons to their own lives Ask questions about the beliefs and practices of others</p>	<p>Raise questions and suggest answers about the way that the key beliefs studied influence the attitudes and values of wider society, especially in the local area Make links between the teachings of religious figures and current leaders Suggest how the stories and teachings studied might make a difference</p>	<p>Raise questions and suggest answers about the way that the key beliefs studied influence the attitudes and values of wider society, especially in the local area Make links between the teachings of religious figures and current leaders Suggest how the stories and teachings studied might make a difference</p>	<p>Identify the key ideas from the faiths studied that believers may find helpful or inspiring in guiding them to live a good life Weigh up the impact that believers' actions have on their communities, locally and globally and comment on how positive this may be Compare religious and non-religious responses to the big questions of life</p>	<p>Identify the key ideas from the faiths studied that believers may find helpful or inspiring in guiding them to live a good life Weigh up the impact that believers' actions have on their communities, locally and globally and comment on how positive this may be Compare religious and non-religious responses to the big questions of life</p>

END OF KEY STAGE 1 OUTCOMES

Enquiry about the Nature of religion & belief	<p>Talk about signs and symbols that are important to them and other people</p> <p>Talk about the importance of story and the questions that stories raise</p> <p>Ask their own questions about God, special people, places and occasions</p> <p>Show respect for different beliefs and opinions</p> <p>Use appropriate examples to support their ideas and opinions</p>
Knowledge and Understanding of Christianity	<p>Recall and recognise the important stories of Christianity – Creation, Christmas & Easter</p> <p>Recall key Christian beliefs about Jesus and some of the stories he told</p> <p>Say something about how and why Christians care for the world</p> <p>Say something about how Christians demonstrate their relationship with God e.g. through baptism and celebrations</p> <p>Use appropriate examples to support their ideas and opinions</p>
Knowledge and Understanding of Judaism	<p>Recall stories about key figures from Judaism – Moses & Abraham etc.</p> <p>Say how stories are an inspiration for Jews</p> <p>Recall the key features of the synagogue, Shabbat and one other festival (Sukkot or Rosh Hashanah)</p> <p>Say something about how and why Jewish people care for the world</p> <p>Use appropriate examples to support their ideas and opinions</p>

END OF KEY STAGE 2 OUTCOMES

Enquiry about the Nature of religion & belief	<p>Compare simple Christian, Jewish and Hindu ideas about God</p> <p>Ask important questions about prayer, worship, miracles and pilgrimage</p> <p>Link their own ideas about how to live a good life to the teachings of Christianity, Judaism and Hinduism</p> <p>Show how signs and symbols can communicate important beliefs</p> <p>Use appropriate examples to support their ideas and opinion</p>
Knowledge and Understanding of Christianity	<p>Describe some of the different ways that Christians express their beliefs by belonging to a church/congregation/community</p> <p>Describe some of the things that Christians learn about Jesus from the New Testament especially the Gospel stories of his birth & resurrection, his miracles and the stories he told</p> <p>Describe the importance to a Christian of prayer and commemoration (e.g. Communion and Lent)</p> <p>Describe the links a Christian might make between Easter and the Passover story</p> <p>Make links between the Christmas & Easter stories and key beliefs about Jesus (Incarnation & resurrection/salvation)</p> <p>Use appropriate examples to support their ideas and opinions</p>
Knowledge and Understanding of Judaism	<p>Describe what Hindus might learn from Murtis and symbols</p> <p>Describe what believers might learn from Hindu stories about Rama & Sita, Krishna, Creation and the Trimurti</p> <p>Describe the importance of prayer and worship in Hindu life</p> <p>Describe some of the rules and guidance used by Hindus and Jews and how these might be applied to working with others</p> <p>Use appropriate examples to support their ideas and opinions</p>

