



RE: Knowledge and Skill Progression Document

		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	<u>Religion studied</u>	Understanding the World: People, Cultures and Communities	Humanism: Introduction to different religions	Christianity-Christmas	Judaism	Islam	Buddhism	Christianity
	<u>Skills</u>	<ul style="list-style-type: none"> Continue developing positive attitudes about the differences between people Understand that some places are special to members of their community Recognise that people have different beliefs and celebrate special times in different ways 	<ul style="list-style-type: none"> Begin to name the different beliefs and practices of Christianity and at least one other religion. To respond and order some of the religious and moral stories from the bible and at least one other religious text, special book or religion other than Christianity. 	<ul style="list-style-type: none"> Name the different beliefs and practices of Christianity and at least one other religion and begin to look for similarities between religions. Either ask or respond to questions about what individuals and faith communities do. Talk about and find meanings behind different beliefs and practices. 	<ul style="list-style-type: none"> Recall the different beliefs and practices of Christianity and at least one other religion. Understand what it looks like to be a person of faith. Suggest and find meanings behind different beliefs and practices. Ask and respond to questions about what individuals and faith communities do and why. 	<ul style="list-style-type: none"> Recall in detail and use the correct vocabulary in regard to the different beliefs and practices of different religions. Express views about why belonging to a faith community is valuable in their own lives. Suggest and find meanings behind different beliefs and practices Begin to compare the similarities of at least three different religious texts or stories. 	<ul style="list-style-type: none"> Begin to make connections between different belief and practices of all religions. Begin to compare stories, beliefs and practices from different religions including differences and similarities Begin to reflect and respond thoughtfully to the significance of meaning behind different beliefs and practices. Articulate and begin to apply the different responses to ethical questions from a range of different religions 	<ul style="list-style-type: none"> To reflect and respond to the significance of meaning behind different beliefs and practices. Make links and compare stories, beliefs and practices from different religions including differences and similarities. Express views creatively as to why belonging to a faith community may be valuable both to different faith members and to their own lives. Recognise those with no faith also have a belief system.

NATRE REC Curriculum Statements (2013)	<ul style="list-style-type: none"> A. Know about and understand a range of religions and world views B. Express ideas and insights about the nature, significance and impact of religious and world views C. Gain and deploy the skills needed to engage seriously with religious and world views
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<u>Knowledge</u>	<p>Will follow EYFS. Minimum 30 hours framework teacher-led activities.</p> <p>ELG People, Culture and Communities:</p> <ul style="list-style-type: none"> Know some similarities and differences between different religious and cultural communities in this country, drawing on own experiences and what has been read in class. 	<ul style="list-style-type: none"> Things that make our world special. Jewish, Christian and Islamic creation stories. Hindu creation story. Different accounts of the creation of the sky and Heaven. Different accounts of the creation of plants. Different religious accounts of how animals and people were created. 	<ul style="list-style-type: none"> What we celebrate and how we celebrate. The Christmas story. How Christians celebrate Christmas. How Christmas is celebrated by Christians around the world. 	<ul style="list-style-type: none"> Facts about Judaism and Jewish beliefs. The Jewish festival of Passover. The Jewish festival of Sukkot. The festival of Purim. The festival of Hanukkah. The festival of Rosh Hashanah. 	<ul style="list-style-type: none"> What Islam is and what the five pillars are. Muslim birth ceremonies and naming days. The Islamic marriage ceremony. Muslim funeral ceremonies. The importance of the Hajj for a Muslim person. 	<ul style="list-style-type: none"> Who Buddha was and why he is important to Buddhists today. The core beliefs and teachings of Buddhism. The Four Noble Truths and the Eightfold Path. The Buddhist beliefs of karma and reincarnation. Buddhists place of worship and the role of symbols within worship. The ways in which Buddhists worship. 	<ul style="list-style-type: none"> What is written in the Bible about the foundation of the Christian church. Ways in which churches reflect local culture. How churches help Christians worship. Ways in which churches serve their communities. Ways in which local churches form part of a global community. Facts about the Christian church.
	<u>Vocabulary</u>		Christian God creation earth bible	Christian (Y1) Christmas Community belief practice	Judaism Jewish Passover Sukkot Hanukkah Rosh Hashanah	Islam Muslim ceremony funeral marriage Hajj	Buddha Buddhist (Y2) worship

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Spring 1	<u>Religion studied</u>	Understanding the World: People, Cultures and Communities	Special Books	Islam	Christianity	Christianity	Hinduism	Sikhism
	<u>Skills</u>	<ul style="list-style-type: none"> • Continue developing positive attitudes about the differences between people • Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways. 	<ul style="list-style-type: none"> • Begin to name the different beliefs and practices of Christianity and at least one other religion. • To respond and order some of the religious and moral stories from the bible and at least one other religious text, special book or religion other than Christianity. 	<ul style="list-style-type: none"> • Name the different beliefs and practices of Christianity and at least one other religion and begin to look for similarities between religions. • Begin to understand what it looks like to be a person of faith. • Pupils begin to use key words and vocabulary related to Christianity and at least one other religion. 	<ul style="list-style-type: none"> • Recall the different beliefs and practices of Christianity and at least one other religion. • Retell some of the religious and moral stories from at least three different religious texts and books. • Ask and respond to questions about what individuals and faith communities do and why. 	<ul style="list-style-type: none"> • Recall in detail and use the correct vocabulary in regard to the different beliefs and practices of different religions. • Recall in detail and use the correct vocabulary in regard to the different beliefs and practices of different religions. • Use a range of different medium to creatively express their own ideas, thoughts and opinions. Begin to explain their ideas. Express their own ideas and opinions and begin to give good reasons for those ideas. Use a range of different 	<ul style="list-style-type: none"> • Begin to make connections between different belief and practices of all religions. • Begin to compare stories, beliefs and practices from different religions including differences and similarities. • Creatively begin to express their views about why belonging to a faith community may be valuable. Relate this to their own lives. Begin to recognise those with no faith also have a belief system. 	<ul style="list-style-type: none"> • To reflect and respond to the significance of meaning behind different beliefs and practices. • Make links and compare stories, beliefs and practices from different religions including differences and similarities. • Express views creatively as to why belonging to a faith community may be valuable both to different faith members and to their own lives. Recognise those with no faith also have a belief system.

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						medium to express their thoughts.		
<u>Knowledge</u>	<p>Will follow EYFS. Minimum 30 hours framework teacher-led activities.</p> <p>ELG People, Culture and Communities:</p> <ul style="list-style-type: none"> • Know some similarities and differences between different religious and cultural communities in this country, drawing on own experiences and what has been read in class 	<ul style="list-style-type: none"> • Special books. • The Torah is a special book for Jewish people. • The Bible is a special book for Christian people. • The Qur'an is a special book for Muslim people. 	<ul style="list-style-type: none"> • The Islamic New Year. • The Day of Ashura. • Mawlid alNabi • Ramadan • Eid al-Fitr • Hajj. 	<ul style="list-style-type: none"> • The Bible is important for Christians. • How Christians use the Bible at home and at church. • Different kinds of writing in the Bible and why each is important. • What makes a book special to different people. • Different genres of writing in the Bible show different aspects of God. • The Old and New Testaments of the Bible. 	<ul style="list-style-type: none"> • The events of Palm Sunday. • The significance of the Last Supper. • The events that led up to Jesus being arrested. • The events and emotions surrounding the crucifixion of Jesus. • The events of the resurrection and the beliefs in life after death. • The meaning of 'Messiah' for Jesus and the events of Holy Week. 	<ul style="list-style-type: none"> • Hindus believe God is represented in different forms. • How Krishna is represented in Hindu stories. • Hindu teachings on success. • The theme of punishment and forgiveness in a Hindu story. • Hindu teachings about telling the truth. 	<ul style="list-style-type: none"> • What Sikhs believe and some of the features of Sikh worship. • How Sikhs worship through prayer. • How children are welcomed into the Sikh community. • The Sikh tradition of the Langar. • To explore the Sikh practice of Sewa. 	

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	<u>Vocabulary</u>		Christian Torah Bible Qur'an	Christianity religion faith Islamic New Year Day of Ashura Mawlid alNabi Ramadan Eid al-Fitr Hajj	belief (Y1) practice (Y1) Christianity (Y2) religion (Y1) faith (Y2) community (Y2) Bible New Testament Old Testament	Palm Sunday Last Supper Jesus Resurrection death Messiah Holy Week	Hinduism (Y1) God Krishna success theme punishment forgiveness teaching truth	Sikhism worship (Y5) prayer community (Y2) tradition Langar Sewa practice (Y1)
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Summer 1	<u>Religion studied</u>	Understanding the World: People, Cultures and Communities	Hinduism	Buddhism	Sikhism	Humanism-Identity and Belonging	Judaism/Humanism-Belief in our Community	Humanism- What happens when we die?
	<u>Skills</u>	<ul style="list-style-type: none"> Continue developing positive attitudes about the differences between people Understand that some places are special to members of their community Recognise that people have different beliefs and celebrate special times in different ways 	<ul style="list-style-type: none"> Begin to talk about and find meanings behind different beliefs and practices. Show how different people celebrate aspects of religion Pupils are familiar with key words and vocabulary related to Christianity and may be at least one other religion. Either ask or respond to questions about what individuals and faith communities do. 	<ul style="list-style-type: none"> Name the different beliefs and practices of Christianity and at least one other religion and begin to look for similarities between religions. Begin to understand what it looks like to be a person of faith. Ask and respond to questions about what individuals and faith communities do. 	<ul style="list-style-type: none"> Recall the different beliefs and practices of Christianity and at least one other religion. Understand what it looks like to be a person of faith. Ask and respond to questions about what individuals and faith communities do and why. Use a range of different medium to creatively express their own ideas, thoughts and opinions. Begin to explain their ideas. 	<ul style="list-style-type: none"> To begin to understand the diversity of belief in different religions, nationally and globally. Express views about why belonging to a faith community is valuable in their own lives. Begin to make connections between their own ideas and others. Use a range of different medium to creatively express their own ideas, thoughts and opinions. Begin to explain their ideas. Express their own ideas and opinions and begin to give good reasons for those ideas. Use a range of different 	<ul style="list-style-type: none"> Begin to make connections between different belief and practices of all religions. Begin to compare stories, beliefs and practices from different religions including differences and similarities. To understand and begin to evaluate the diversity of belief in different religions, nationally and globally. Creatively begin to express their views about why belonging to a faith community may be valuable. Relate this to their own lives. Begin to recognise those with 	<ul style="list-style-type: none"> To understand and evaluate the diversity of belief in different religions, nationally and globally. Articulate and apply the different responses to ethical questions from a range of different religions. Discuss and apply their own and others ideas about ethical questions and to express their own ideas clearly in response. To reflect and respond to the significance of meaning behind different beliefs and practices.

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						medium to express their thoughts.	no faith also have a belief system.	
Knowledge	<p>Will follow EYFS. Minimum 30 hours framework teacher-led activities.</p> <p>ELG People, Culture and Communities:</p> <ul style="list-style-type: none"> Know some similarities and differences between different religious and cultural communities in this country, drawing on own experiences and what has been read in class. 	<ul style="list-style-type: none"> Hinduism is one of the oldest religions in the world. Hinduism began in India a long time ago. Hindus believe there is one all-powerful force called Brahman. They believe he is everywhere. Hindus have lots of special books. The most important are the Vedas. This is written in Sanskrit which is an ancient language. Hindus worship in a temple called a Mandir. Special celebrations for children are called Samskaras. There are 16 Samskaras altogether. Diwali is a festival that takes place in October or November and is the start of the Hindu New 	<ul style="list-style-type: none"> There are more than 350 million Buddhists in the world. Buddhism started in India. Buddhists do not believe in one god who created everything. They do not worship Buddha either. The symbol of Buddhism is called 'The Wheel of Life' Buddhists believe that when someone dies they will be reborn. This is sometimes called reincarnation. Some Buddhists have shrines in 	<ul style="list-style-type: none"> Sikhism is the 5th largest religion in the world and has over 26 million followers globally. Sikhism began in Punjab, India. Sikhs believe in one God and worship at a temple called a 'Gurdwara'. The word 'Sikh' means 'disciple' or 'learner' in Punjabi. The Sikh symbol is called the 'Khanda'. Sikhism was founded by a man known as Guru Nanak. A child's name is chosen at a naming ceremony at a Gurdwara. A baptism is a ceremony that initiates someone into a religion. 	<ul style="list-style-type: none"> Your identity is your sense of who you are. School, family, strengths and skills, culture and religion, friends and social groups help shape your identity. The United Kingdom has a diverse population. A diverse population has lots of different people with different qualities, family backgrounds, opinions, ideas, beliefs and religious faiths. A global citizen is being part of a big community made up of everyone on Earth. 	<ul style="list-style-type: none"> Jewish boys and girls have their Bar Mitzvah (boys) or Bat Mitzvah (girls) on their 13th birthday Jewish people come home on Friday evening for Shabbat which lasts from sunset on Friday to sunset on Saturday. Jewish people do no work, cook or spend money during Shabbat. Non-religious communities are not associated with any particular religion. Something that is secular is something non-religious. 	<ul style="list-style-type: none"> Sadness is felt by everyone at some point during their lives. Not all losses are the same. It is a fact of life that everyone will experience the loss of someone they care about. Being 'bereaved' means losing a close friend, family member or loved one when they die. When a person dies, a number of things happen to the body: The heart stops beating; blood stops circulating around the body. Breathing stops completely. The person loses 	

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			Year. Divali is sometimes known as the Festival of Lights and celebrates the story of a prince called Rama.	<p>their homes. The objects on the shrine all have special meanings.</p> <ul style="list-style-type: none"> Many Buddhists meditate as part of their worship. 	<ul style="list-style-type: none"> Once a Sikh has been initiated into the Khalsa brotherhood they must wear the 5 Ks to show their commitment to the faith. Sikh weddings take place in a Gurdwara. 			<p>consciousness, then all activity in the brain ceases.</p> <ul style="list-style-type: none"> Sometimes, doctors can restore a person's heart beat, breathing or brain activity. When they cannot, the person dies.
<u>Vocabulary</u>			Divali Ganesh Rakhi bracelet Rama Sita Tilak blessing Hinduism	Buddhist Nirvana Parable Reincarnation Temple The Wheel of Life	Amrit Sanskar Anand Karak Antam Sanskar Guru Granth Sahib Karah Parshad Naam Karan Sikhism	Belonging Culture Diversity Global community Identity Minority groups Refugee	Atheist Bat Mitzvah Belief (Y2) Faith (Y2) Kafir Kiddush Kosher Shabbat Jewish (Y3)	Bereaved Burial Cenotaph Eternal Funeral (Y4) Obituaries Organ donation Reincarnation (Y2)

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