

RE Subject Progression of Knowledge and Skills

The Aims of Religious Education (SACRE 2021)

- To stimulate interest and enjoyment in Religious Education.
- To prepare pupils to be informed, respectful members of society who celebrate diversity and strive to understand others.
- To encourage students to develop knowledge of the beliefs and practices of religions and worldviews, to develop informed opinions and an awareness of the implications of religion and worldviews for the individual, the community and the environment.
- To enable pupils to consider their own responses to questions about the meaning and purpose of life.

Year Group	N	R	ELG	Y1	Y2	Y3	Y4	Y5	Y6
Key Questions Agreed Syllabus 2021	Who am I? Who is in the community? How do people look after each other in the community? What do people celebrate? Why do people celebrate? What do religious people celebrate? How are festivals celebrated by religious people? What are stories that religious people think are special?			What are the questions that puzzle us? How do religious and non-religious people begin to answer these questions? Why is respect important to everyone? How can we be more inclusive of people of different race, gender, and religious beliefs? What do religious people believe about God? How is God shown in the stories of creation? What responsibilities do people have for the world? What are symbols? Why are symbols important in life? What religious symbols do people use? Why are the scriptures important to religious people? Why can different religious people learn from stories? Why can buildings be special to people? What do religious buildings look like in Telford and Wrekin?		Who is God? Why do people pray? Does a beautiful world mean there is a God? How are beliefs about God and the spiritual expressed through the arts? Why are people religious? What are the challenges of religious commitment? How do religious stories show that humans should for others and the world? How can scriptures be used to share wisdom and shape the lives of believers? How can some religious people be seen as inspiring? Why do some people think Jesus is inspiring? How do religious people mark important stages of life? Why are festivals important to a community and a person's religious identity? Why are places of worship important to a community and a person's religious identity? What are the rules and values held by religious and non religious people? What can we learn from the values of Christians Humanists and others? Temptation: What can we learn from Christians and Muslims? What will make our community more respectful and inclusive to people of all races, genders, and religions? How do people live their religions today? How do religious charities show the values of their religion? Can religious charities change the world?			

					How are religious buildings used? Why are religious buildings important to believers?																			
Units of work	<p align="center">Celebrations</p> <p align="center">Birthdays throughout the year Diwali - Make diva lamps/chapattis Christmas - make cards and nativity Chinese New Year - make lanterns and food tasting Shrove Tuesday - make pancakes World Book Day Mother's Day - make card Easter - make a card and Easter nests Father's Day - make a card</p> <p align="center">Festivals and celebrations board</p> <table border="0"> <tr> <td>Harvest</td> <td>Chinese New Year</td> </tr> <tr> <td>Diwali</td> <td>Birthday</td> </tr> <tr> <td>Christmas</td> <td>Mother's Day</td> </tr> <tr> <td>Weddings</td> <td>Remembrance Day</td> </tr> <tr> <td>Eid</td> <td>Easter</td> </tr> <tr> <td></td> <td>Christening</td> </tr> <tr> <td></td> <td>Father's Day</td> </tr> </table> <p align="center">Religious buildings, books and symbols.</p>				Harvest	Chinese New Year	Diwali	Birthday	Christmas	Mother's Day	Weddings	Remembrance Day	Eid	Easter		Christening		Father's Day	<p>Creation and Thanksgiving: How do we say 'thank you' for a beautiful world?</p> <p>Finding out about Christian Churches and Jewish Synagogues</p> <p>Special stories: what can we learn? -Easter Link</p> <p>I wonder... Questions that Puzzle Us</p>	<p>A Respect for everyone: what does that mean?</p> <p>Beginning to learn from Islam: Muslims and Mosques in Telford and Wrekin</p> <p>Holy words: Why do religious people love their scriptures?</p> <p>Symbols of belonging: what can we learn?</p>	<p>Diwali: How and why is the festival celebrated and what does it mean?</p> <p>Leaders and followers in Family Life</p> <p>Living in Harmony: Stories to show we care</p> <p>Is life like a journey?</p>	<p>What can we learn from visiting sacred places?</p> <p>Why do some people think Jesus is inspiring?</p> <p>Holy Week and Easter.</p> <p>Does a beautiful world mean there is a wonderful God?</p> <p>Keeping the 5 Pillars of Islam today</p>	<p>Prayer: asking questions and seeking answers.</p> <p>Values: What can we learn from Christians and Humanists</p> <p>Temptation: What can we learn from Muslims and Christians?</p> <p>Christian Aid and Islamic Relief: Can they change the world?</p>	<p>What will make our community more respectful?</p> <p>Words of Wisdom</p> <p>Expressing spiritual ideas and beliefs about God through the arts</p> <p>Religion + the individual: Exploring commitment.</p>
Harvest	Chinese New Year																							
Diwali	Birthday																							
Christmas	Mother's Day																							
Weddings	Remembrance Day																							
Eid	Easter																							
	Christening																							
	Father's Day																							
Year Group		3-4 years	R	ELG	Y1	Y2	Y3	Y4	Y5	Y6														
STAGE 1 CONCEPTS	Knowledge	I know that there are different countries in the world and talk about the differences they have experienced or seen in photos.		I understand that different religions celebrate in different ways.	I know how Christians believe the world began. I know the Christian/Jewish Creation story. I know why and how Christians celebrate harvest.	I understand what a symbol is. I know the importance of symbols I understand that holy books are special for different reasons by	I understand some of the varied reasons for celebrations. I know the story of Diwali. I know why and how Diwali is celebrated.	I know meanings of some symbols, stories and language.	I know the form, symbols, and artefacts within Islamic and/or Jewish prayer.															

					I understand the meaning of different religions symbols.	different people.	I understand the significance of Diwali in the Hindu community. I understand why religious festivals are important. I know that marriage is not just the joining of two individuals, but the coming together of two families.			
	Skills	I can use a diverse range of props, puppets, dolls and books to encourage children to notice and talk about similarities and differences. I can talk about families and ask questions.		I can name some religions and how they celebrate specific events.	I can ask and talk about big questions about how the world began. I can retell a creation story in words, drama or pictures I can recount a simple outline of a religious story. I can explain why harvest is important to Christians.	I can identify symbols of celebrations I can explore Christian/ Sikh Symbols I can reflect on what I have learnt about the importance of symbols	I can retell a religious story Context: Rama and Sita I can describe some of the festivities and practices associated with Diwali I can discuss the marriage ceremony. I can discuss the importance of the Aqiqah Ceremony	I can show, using technical terminology, how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for some symbols, stories and language.	I can learn about the forms, symbols and artefacts of different Islamic prayers. I can learn about the forms, symbols and artefacts of different Jewish prayers.	

					I can recount outlines of some religious stories		(seven days after birth).			
STAGE 2 CONCEPTS Nature; Way of Life; Community; leadership; Morals; Guidance	Knowledge		I understand that some places are special to members of their community.	I 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.	I understand how to look after the world we live in. I understand that moral is making good choices and not bad. I know how to think philosophically about questions we cannot always answer. I know the things that are important in my own life and that of others.	I understand some Muslim beliefs about God. I understand that the Qur'an guides Muslims in their daily life. To understand the Bible is the sacred book which forms the basis of Christianity. I understand that Christian stories give insight into the nature of God and God's teachings. To discuss and identify reasons why Christians love the bible and Muslims love the Qur'an.	I understand why Christians follow Jesus I understand that everyone needs care at some time, and all people can 'give' care and receive care. I know the things people can do to show that they care, and the idea that leaving things undone or unsaid is missing a chance to care.	I understand the impact of beliefs and practices on individuals, groups and communities I understand some moral and religious issues.	I understand and respond to some ideas about justice and fairness, from Christian and Islamic sources, and to guess what impact they might have I know the work of two religious charities involved in global poverty issues and make links between the beliefs and teachings of Islam and Christianity. I understand about treating others with justice and love.	I know some of the moral teachings of the Buddha I know some of the moral teaching of Christianity I know the places of worship in our community. I understand how Buddhists and Christians might use the teaching and examples of their religious leaders to help them make decisions and choose good rather than bad. I know that Jewish people believe that the ten Commandments were given by God to Moses to guide the Jewish community. I understand why freedom

										<p>from slavery and freedom to</p> <p>To explore the meaning of atonement and forgiveness when moral rules are broken</p> <p>I understand the richness of religious diversity in the UK today</p>
	Skills		<p>I can name and explain the purpose of places of worship and places of local importance to the community to children, drawing on their own experiences where possible. Learn about the following religions:</p> <ul style="list-style-type: none"> - Christianity - Hindu - Sikh - Judaism - Islam - Buddhist 	<p>I can say what is the same and what is different between religious buildings and festivals.</p>	<p>I can identify what is of concern to ourselves.</p> <p>I can ask questions about the world we live in and how the world is cared for or spoiled.</p> <p>I can identify the meaning of the term 'moral'</p> <p>I can ask questions that puzzle us.</p> <p>I can identify what they find interesting and puzzling in life</p> <p>I can identify things that are</p>	<p>To ask questions about their own and others' feelings and experiences</p> <p>To respond sensitively to the experiences and feelings of others and understand respect</p> <p>To understand the difference between the inside and outside of a person</p> <p>To identify the series of</p>	<p>To make links to their own experiences and religious ideas</p> <p>To recognise the qualities that are important to be a good leader</p> <p>To know why Jews and Christians believe Moses was chosen by God as a good leader</p> <p>To identify who or what influences and inspires them</p> <p>To understand the concepts</p>	<p>I can describe the impact of beliefs and practices on individuals, groups and communities</p> <p>I can ask questions about puzzling aspects of life and experiences and suggest answers, making reference to the teaching of religions studied</p> <p>I can ask questions about matters of right and wrong and suggest answers that show</p>	<p>I can show their understanding of the issues of justice, fairness and poverty that the charities address</p> <p>I can make links between the beliefs and teachings of Islam and Christianity and the work of the two charities</p> <p>I can identify the qualities needed to take action to bring about what is right and good</p> <p>I can reflect upon and</p>	<p>I can explore the concept of right and wrong.</p> <p>I can explore sources of moral guidance</p> <p>To consider how Buddhists and Christians might use the teaching and examples of their religious leaders to help them make decisions and choose good rather than bad.</p> <p>I can describe places of worship found in our community and</p>

					<p>important in their own lives and compare these to religious beliefs.</p> <p>I can relate emotions to some of the experiences of Jesus.</p> <p>I can identify things that are important in their own lives and compare these to religious beliefs.</p> <p>I can identify things they find interesting or puzzling, in religious materials studied</p>	<p>different feelings of one of the characters in the story and compare that to feelings that they have had</p> <p>To identify that Prophet Muhammad is a special or holy leader for Muslim people.</p> <p>To understand that 'special' place has to do with how an individual feels about the place, and this may not be the same for everyone.</p>	<p>of influence and inspiration and apply the ideas for themselves.</p> <p>I can describe and ask questions about how a Christian/Jew is 'led'</p> <p>To learn that we all have other people who care for us and we all care about other people as well.</p> <p>I can recognise different ways of showing care.</p> <p>I can identify some ways that the stories they hear show helpfulness and care</p>	<p>understanding of moral and religious issues</p>	<p>express their own ideas and beliefs about treating others with justice and love in light of their learning, through story, art, drama, music and ICT</p>	<p>how they are used</p> <p>I can explore sources of moral guidance</p> <p>I can define ethics/ morals and understand what an ethical decision is.</p> <p>I can explain what Christian Ethics is.</p> <p>I can explore Bible stories for further explanation of moral guidance</p>
<p>Stage 3 CONCEPTS</p> <p>Scripture; Worship; Shrine; Offering; Prayer; God;</p>	<p>knowledge</p>		<p>I understand that some places are special to members of their community.</p>		<p>I understand the features of a special place of worship Context: Christian Churches</p>	<p>I know some similarities and differences between people around them and</p>	<p>I understand that a journey is part of our everyday life. I know that Christians,</p>	<p>I understand the terms 'sacred' and 'special'. I understand the key beliefs and</p>	<p>I understand why prayer is important in Judaism I understand how and why people in</p>	<p>I understand the key features of a Mandir and the uses of Hindu artefacts</p>

Belief; Life after death					<p>I know that books are special for different reasons for different groups of people</p> <p>I understand what makes a place special</p> <p>I understand what happens at a religious building</p> <p>I understand the features of a special place of worship Context: Christian Churches/Jewish synagogue</p>	<p>people from different religions</p> <p>I know why the Mosque is important to Muslims.</p> <p>I know about Muslim prayer.</p> <p>I understand that the Qur'an was revealed to the prophet Muhammad.</p> <p>I understand the term 'holy' and what books are special to which religious group.</p>	<p>Muslims and Hindus have a religious journey to take.</p> <p>I know that The Five Pillars of Islam are the duties to support the whole way of life for a Muslim.</p>	<p>teachings of the religions studied</p> <p>I know meanings for a range of forms of religious expression, using appropriate vocabulary.</p> <p>I know some similarities and differences within and between religions and beliefs.</p> <p>I know how to make comparisons between a sacred place significant to religious believers.</p>	<p>different religions pray or meditate</p> <p>I know that the practice of prayer is one of the pillars of Islam</p> <p>I understand, and be able to explain, the different types of prayer To talk thoughtfully about the meanings of the words used in prayer by Jews and Muslims.</p>	
	skills		<p>I can name and explain the purpose of places of worship and places of local importance to the community to children, drawing on their own experiences where possible. Learn about the following religions:</p> <p>- Christianity</p>		<p>I can identify what is of value to themselves, in religious material studied</p> <p>I can recognise features of religious life and practice to include religious artefacts</p>	<p>I can identify similarities and differences between people around them and people from different religions.</p> <p>I can identify</p>	<p>I can explain my journey and discuss that of others.</p> <p>I can explain the religious journey of a Christian, Hindu or Muslim.</p> <p>I can discuss and relate to</p>	<p>I can explain the value of sacred places to religious believers</p> <p>I can reflect on the significance of sacred places in their own lives</p> <p>I can gather, select, and</p>	<p>I can think about the words Jewish people use in prayer and why they pray</p> <p>I can think for themselves about the idea of prayer as talking to God.</p>	<p>I can explore a Hindu Mandir and describe the key features</p> <p>I can make links between two different religions.</p>

			<ul style="list-style-type: none"> - Hindu - Sikh - Judaism - Islam - Buddhist 		<p>I can identify things they find interesting or puzzling, in religious materials studied</p>	<p>how religion and belief is expressed in different ways.</p> <p>I can think about the Mosque as a special place of prayer for Muslims.</p> <p>I can explain the significance of holy books.</p>	<p>the pillars of Islam.</p>	<p>organise ideas about religion and belief</p> <p>I can describe the key beliefs and teachings of the religions studied</p> <p>I can describe similarities and differences within and between religions and beliefs.</p> <p>I can describe what is meant by 'sacred' To reflect on what makes a place special or sacred.</p> <p>I can compare the meaning of 'sacred' and 'special' To investigate the features of a sacred building</p>	<p>I think about the differences in belief and ways of life with prayer and ask what these differences mean.</p>	
<p>STAGE 4</p> <p>Dharma; Ahimsa; Brahman; Puja; Atman Samsara; Reincarnation; Karma; Caste</p>	<p>Knowledge</p>						<p>I know that Hinduism does not emphasise a fixed set of beliefs, rather the idea of 'dharma', the performance of duties, and</p>	<p>I know some key places of pilgrimage.</p>		

							<p>the way of life.</p> <p>I know a Hindu's life is a journey from one body to another.</p> <p>I know that there are four 'Ashramas' throughout a Hindu life.</p> <p>I know about the role of the family in Hindu life and daily worship.</p>			
	Skills						<p>I can reflect on their 'life' journey so far.</p> <p>I can say that their own life can be seen as a journey.</p> <p>I can ask questions about their own and others' experiences of life as a journey</p> <p>I can describe similarities and</p>	<p>I can explore the idea of pilgrimage to sacred sites (nationally and internationally)</p>		

							<p>differences between the journey of life and death for Christians, Muslims and Hindus</p> <p>I can explain that the metaphor of life as a journey can be used by anyone.</p>			
--	--	--	--	--	--	--	--	--	--	--