**Religious Education - Knowledge & Skills Progression**

**Knowledge & Skills**

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| **Year group** | **Vocabulary** | **Key outcomes** | **Substantive knowledge** |
| ***Explore 1***  **Theology** – I understand where beliefs come from and how they relate to each other. I study religious texts and stories. | ***Explore 2***  **Human and social sciences** **(community)** – I explore the diverse ways in which people come together to practise their beliefs as part of a community. | | ***Explore 3***  **Human and social sciences** **(individual)** – I am a social scientist because I study the outworking of faith at an individual level including how beliefs influence important decision making and philosophical perspectives. |
| **Year 3** | Parable, reconciliation, Desmond Tutu  Bismallah, Salat, Adhan, Muezzin, mu’adhin  Karma, moksha, samsara, reincarnation, soul  Sacrifice, holy week, crucifix  The Lord’s Prayer, parable  Exodus, Passover, Sedar, Shavuot, Omer | Christians believe God wants them to be peacemakers based on the example of Jesus.  Muslims submit to Allah because of his greatness. He is to be obeyed at all times.  Hindus take responsibility for gathering good karma and living the right way.  For Christians, the cross is an important symbol for God’s love and is a sign of commitment as well as sacrifice  Christians believe Jesus is their King and want to follow his way of life.  Jewish people believe they have a covenant with God. | Describe what a believer might learn from a religious story  Tell the story of the prodigal son and explain what it means to a Christian.  Describe what a Muslim might learn from the story of Bilal and the first call to prayer.  Describe what Hindus might learn from one of the stories of the Panchatantra about living the right way.  Exploring the stories of Holy Week  Explain that Jesus is the King of God’s Kingdom and describe what this Kingdom might look like.  Understand the Exodus story | Use religious words to describe some of the different ways people show their beliefs  Talk about some things different religious people do that are similar  Explain the role of confession for some Christians around the world.  Knowing how Muslims get ready to pray.  Explain that Hindus are encouraged to perform acts of selfless kindness.  Understand Christianity is a global faith through exploring crosses across the world.  Describe what The Lord’s Prayer teaches about the Kingdom of God.  Describe some different customs and practices Jewish people have as part of their Pesach (Passover) celebrations | | Ask good (‘big’) questions about life and communicate some of their ideas for answers  Understanding the Christian call to be a peacemaker e.g. Desmond Tutu.  Understand how saying the Bismillah reminds Muslims that Allah is involved in everything.  Describe what happens at the Upanayana or ‘Sacred Thread Ceremony’.  Explain why Christians wear crosses.  Describe why charity work is important to Christians as a way of growing God’s kingdom.  Explain what happens at Shavuot. |
| **Year 4** | William Booth, Salvation Army, sin  Prophet, shahadah, mosque, seal,  calligraphy, Arabic, divine  Dharma, Raksha  Bandhan, murti, Diwali, divas  Guru, Guru Nanak, Guru Granth Sahib, Waheguru  Great Commission, Pentecost, Marks of Mission  Sikh, Kaur, langar, Patka, Gurdwara | Christians believe Jesus is the saviour of the world who rescues us from sin.  Muslims believe Muhammad is the messenger of God and the last prophet.  Hindus celebrate Rama and Sita’s commitment to duty.  Sikhs believe the divine light of God is passed from one Guru to the next.  Jesus gave all Christians the task of spreading his message around the world. The Holy Spirit gives strength for this work.  Sikhs believe everyone is equal because God is present in everyone. | Describe what believers might learn from a religious story about God or life  Use a Bible to find chapter and verse where Jesus helps, saves or heals.  Explain what Muslims believe about Muhammad as the messenger of God and the last prophet and recall something about his life.  Describe what a Hindu might learn from the story of Rama and Sita.  Describe what Sikhs might learn from the story of Nanak’s disappearance in the river.  Explain what the Great commission is and how the Holy Spirit strengthens Christians.  Describe what Sikhs might learn about God or how to live from the story of Guru Amar Das and the Emperor. | Describe some of the different ways people show their beliefs using religious words, symbols or art.  Describe some similar things religious people do e.g. pray, but that they do differently.  Give examples of different worship songs and what they celebrate about God and Jesus as Saviour of the world.  Describe some different ways Muslims show / do not show their beliefs about Muhammad in art, calligraphy or design.  Describe some things Hindus do to celebrate Rama and Sita’s commitment to duty and describe how Hindus celebrate Diwali.  Describe how and why Sikhs show the Granth the respect due to a living guru and how this is like or different from how other holy books are treated.  Describe how Pentecost is celebrated and acknowledged in church.  Describe some similar things Sikhs do when they come to the gurdwara for worship and those which demonstrate equality. | Ask important questions about life and compare ideas with those of other people, including religious believers.  Explore the Salvation Army.  Describe ways some Muslims celebrate Muhammad’s birthday.  Describe what happens at a Hindu wedding.  Understand how a Sikh will listen to the true Guru through chanting and meditating.  Recall the 5 marks of mission of the Anglican church.  Explain and describe the practice of the langar. | |
| **Year 5** | Lectern, Herod, authority, Matthew, Mark, Luke, John, Gospel, account, pulpit  Revelation, Hira, Gabirel, recite, Hafiz, Madrassah  Krishna, yoga, moksha, Bhakti, Gita, Janmashtami  Ner Tamid, shabbat, Bar Mitzvah, Bat Mitzvah  Passover, Eucharist, Holy Communion, thanksgiving  Buddha, enlightenment, eightfold path, Dharma wheel, four noble truths, meditation | The gospel is good news for Christians because it contains the teachings and stories of Jesus.  For Muslims, the greatest revelation has comes from Allah to the Prophet Muhammad and is recorded in the Qur’an.  Hindus believe in different pathways to become united with God.  Within Judaism, Holiness is a synonym for God himself. He is set apart and different from.  The Eucharist is a reminder of Jesus’ life and sacrifice and God’s love and forgiveness. Giving thanks to God is a Christian duty.  Buddhists believe people have the ability to become enlightened like the Buddha if they follow his teachings. | Make links between the beliefs of different religious groups and show how they come from particular teachings and sources (e.g. scriptures)  Articulate teachings from the Gospels and explain how these are good news for Christians.  Retell the story of how the Qur’an was revealed to Muhammad.  Understand that some Hindus read from the Gita every day for guidance, comfort and advice.  Explain what the burning bush story in Exodus teaches about holiness.  Understand and compare the different Gospel writers accounts of the Last Supper.  Retell the story of Buddha’s enlightenment. | Explain how believers have expressed their religious beliefs (ideas, feelings, etc) in a range of styles and words, and suggest reasons for this.  Describe some things religious people do as part of their faith that are the same and some that are different.  Describe and compare what may happen in a church when the Gospels are read.  Describe why only some Muslims seek to become Hafiz and how the study affects both their lives and the lives of others.  Express the importance role of devotion or those who follow the Bhakti pathway.  Explain in what way Shabbat is holy and how Jewish families mark its beginning and ending.  Explain what the Holy communion service means to Christians.  Describe the Eightfold Path as techniques for overcoming suffering. | Ask questions about the meaning and purpose of life, and suggest an answer of their own as well as one given by a member of a religious group.  Explore how Jesus’ teaching affect Christians in their daily lives and why the words hold authority for them.  Explain how Muslims express the idea of revelation as a rope reaching down to earth, suggesting what the image means.  Give examples of how Hindus express beliefs and feelings about Krishna.  Give examples of what the Torah says about living a holy life.  Explore Christian belief in the importance of giving thanks.  Describe the use and importance of stillness and meditation | |
| **Year 6** | Divine, incarnate, Emmanuel, ichthus,- humanity, identify, Anglican, creed, Christingle  Kaaba, Ummah, Hajj, Tawhid  Brahman, Atman, Namaste, deities, Ahimsa  Buddha, Dharma, Sangha, Triple Gem, five moral precepts, Wesek, laity, monastic  Resurrection, creed, hallelujah, collect, euphemisms.  Humanist, agnostic, atheist, secularist, reason, rights, responsibilities, ceremonies, | Christians believe Jesus was God incarnate - both human and divine, the second person of the Holy Trinity  Muslims believe in the one-ness of Allah and the one-ness of the Muslim community.  Hindus believe all living things contain a ‘spark’ of Brahman, which in humans is known as the ‘atman’.  Buddhists believe that the Buddha, his teachings and the Buddhist community are a refuge and guide for release from suffering.  Christians believe in the resurrection and the afterlife.  Humanists believe every human has only one life to live and so people should try to make life happy and fulfilling for themselves and for everyone else. | Make links between the beliefs (teachings, sources, etc) of different religious groups and explain how they are connected to believers’ lives.    Explore the Biblical origin of Christian belief in Jesus as God.  Explain how the Kaaba or ‘cube’ reminds Muslims that there is only one God.  Explain some key teachings Hindus hold about Brahman / Atman linking these to religious texts.  Show how Buddhists express their belief that the Buddha is a refuge and guide by referring to the story of Angulimala.  Explore the witness to the resurrection accounts in the Gospel.  Describe how Humanist advertising expresses their beliefs. | Express religious beliefs (ideas, feelings, etc) in a range of styles and words used by believers and explain what they are trying to convey.  Describe and compare practices and experiences involved in belonging to different religious groups, using a wide religious vocabulary.  Explain how Jesus’ divinity is recognised in different ways including in buildings, doctrines and creed.  Explain how the practice of each pillar makes a Muslim feel they belong to the ‘ummah.’  Explain the different ways Hindus explain their ideas of God  Explain how the Buddha’s teachings (dharma) help Buddhists journey along the path.  Understanding why Easter services are celebratory  Describe some practices involved at Humanist celebrations. | Compare a range of ideas about the meaning and purpose of life, including their own and those from religious, or non-religious, worldviews.  Explore how the Children’s Society ‘incarnate’ the love of Jesus.  Describe the impact of Hajj on a Muslim.  Describe how belief in Brahman affects a Hindu’s diet and their attitude to animals.  Explain how members of the Sangha support each other at the festival of Wesak.  Exploring Christian funerals and the belief in the afterlife.  Explore how being a humanist affects someone's life and decision making. | |