**RE Skills, Knowledge Progression**

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|  |  | Understanding Christianity Knowledge Grid | | |  | |
|  | EYFS | | KS1 | Lower KS2 | | Upper KS2 |
| God |  | | Yr 2  • Christians believe in God, and  that they find out about God in  the Bible.  • Christians believe God is loving,  kind, fair and forgiving, and also  Lord and King.  • Some stories show these  Christian beliefs.  • Christians worship God and try to  live in ways that please him. | See in incarnation | | * Christians believe God is omnipotent, omniscient and eternal, and that this means God is worth worshipping. * Christians believe God is both holy and loving, and Christians have to balance ideas of God being angered by sin and injustice (see Fall) but also being loving, forgiving, and full of grace. * Christians believe God loves people so much that Jesus was born, lived, was crucified and rose again to show God’s love. * Christians do not all agree about what God is like, but try to follow his path, as they see it in the Bible or through Church teaching. * Christians believe getting to know God is like getting to know a person rather than learning information. |

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| Creation | * The word God is a name. * Christians believe God is the creator of the universe. * Christians believe God made our wonderful world and so we should look after it. | Yr 1  • God created the universe.  • The Earth and everything in it are  important to God.  • God has a unique relationship  with human beings as their  Creator and Sustainer.  • Humans should care for the world  because it belongs to God. | Yr 3   * God the Creator cares for the creation, including human beings. * As human beings are part of God’s good creation, they do best when they listen to God. * The Bible tells a story (in Genesis 3) about how humans spoiled their friendship with God (sometimes called ‘the Fall’). * This means that humans cannot get close to God without God’s help. * The Bible shows that God wants to help people to be close to him – he keeps his relationship with them, gives them guidelines on good ways to live (such as the Ten Commandments), and offers forgiveness even when they keep on falling short. * Christians show that they want to be close to God too, through obedience and worship, which includes saying sorry for falling short. | * There is much debate and some controversy around the relationship between the accounts of creation in Genesis and contemporary scientific accounts. * These debates and controversies relate to the purpose and interpretation of the texts: for example, does reading Genesis as a poetic account conflict with scientific accounts? * There are many scientists through history and now who are Christians. * The discoveries of science make Christians wonder even more about the power and majesty of the Creator. |
| People of God |  |  | Yr 4  • The Old Testament tells the story  of a particular group of people,  the children of Israel known as  the People of God — and their  relationship with God.  • The People of God try to live in  the way God wants, following his  commands and worshipping him.  • They believe he promises to stay  with them and Bible stories show  how God keeps his promises. | The Old Testament pieces together the story of the People of God. As their circumstances change (for example, from being nomads (Abraham, Jacob) to being city dwellers (David)), they have to learn new ways of following God.   * The story of Moses and the Exodus shows how God   rescued his people from slavery in Egypt; Christians see this story as looking forward to how Jesus’ death and resurrection also rescue people from slavery to sin.   * Christians apply this idea to living today by trying to serve God and to bring freedom to others, for example by loving others, caring for them, bringing health, food, justice, and telling the story of Jesus. * Christians see the Christian Church as part of the ongoing story of the People of God, and try to live in a way that attracts others to God, for example as salt and light in the world. |
| Incarnation | * Christians believe God came to Earth in human form as Jesus. * Christians believe Jesus came to show that all people are precious and special to God. | Yr 1  • Christians believe that Jesus is  God and that he was born as a  baby in Bethlehem.  • The Bible points out that his birth  showed that he was extraordinary  (for example, he is worshipped  as a king, in Matthew) and that  he came to bring good news (for  example, to the poor, in Luke).  • Christians celebrate Jesus’ birth;  Advent for Christians is a time of  getting ready for Jesus’ coming. | Yr 3  • Christians believe God is Trinity:  Father, Son and Holy Spirit.  • Christians believe The Father  creates; he sends the Son who  saves his people; the Son sends  the Holy Spirit to his followers.  • Christians find that  understanding God is  challenging; people spend their  whole lives learning more and  more about God.  • Christians really want to try to  understand God better and so try  to describe God using symbols,  similes and metaphors, in song,  story, poems and art.  • Christians worship God as Trinity.  It is a huge idea to grasp and  Christians have created art to  help to express this belief.  • Christians believe the Holy Spirit  is God’s power at work in the  world and in their lives today,  enabling them to follow Jesus. | * Jesus was Jewish. * Christians believe Jesus is God in the flesh. • They believe that his birth, life, death and resurrection were part of a longer plan by God to restore the relationship between humans and God. • The Old Testament talks about a ‘rescuer’ or ‘anointed one’ — a messiah. Some texts talk about what this ‘messiah’ would be like. * Christians believe that Jesus fulfilled these expectations, and that he is the Messiah. (Jewish people do not think Jesus is the Messiah.) * Christians see Jesus as their Saviour (see Salvation). |
| Gospel |  | Yr 2  • Christians believe Jesus brings  good news for all people.  • For Christians, this good news  includes being loved by God, and  being forgiven for bad things.  • Christians believe Jesus is a  friend to the poor and friendless.  • Christians believe Jesus’  teachings make people think hard  about how to live and show them  the right way. | * Christians believe Jesus challenges everyone about how to live – he sets the example for loving God and your neighbour, putting others first. * Christians believe Jesus challenges people who pretend to be good (hypocrisy), and shows love and forgiveness to unlikely people. * Christians believe Jesus’ life shows what it means to love God (his Father) and love your neighbour. * Christians try to be like Jesus – they want to know him better and better. * Christians try to put his teaching and example into practice in lots of ways, from church worship to social justice. | Christians believe the good news is not just about setting an example for good behaviour and challenging bad behaviour: it is that Jesus offers a way to heal the damage done by human sin.   * Christians see that Jesus’ teachings and example cut across expectations — the Sermon on the Mount is an example of this, where Jesus’ values favour serving the weak and vulnerable, not making people comfortable. * Christians believe that Jesus’ good news transforms lives now, but also points towards a restored, transformed life in the future (see Salvation and Kingdom of God). * Christians believe that they should bring this good news to life in the world in different ways, within their church family, in their personal lives, with family, with their neighbours, in the local, national and global community. |
| Salvation | * Jesus’ name means ‘He saves’. * Christians believe Jesus came to show God’s love. * Christians try to show love to others. * Christians remember Jesus’ last week at Easter. | Yr 1  • Easter is very important in the  ‘big story’ of the Bible.  • Christians believe Jesus rose  again, giving people hope of a new life. | Christians see Holy Week as the culmination of Jesus’ earthly life, leading to his death and resurrection.   * The various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to earth to do. * Christians today trust that Jesus really did rise from the dead, and so is still alive today. * Christians remember and celebrate   Jesus’ last week, death and resurrection. | * Christians read the ‘big story’ of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans’ relationship with God. * The Gospels give accounts of Jesus’ death and resurrection. * The New Testament says that Jesus’ death was somehow ‘for us’. * Christians interpret this in a variety of ways: for example, as a sacrifice for sin; as a victory over sin, death and the Devil; paying the punishment as a substitute for everyone’s sins; rescuing the lost and leading them to God; leading from darkness to light, from slavery to freedom. * Christians remember Jesus’ sacrifice through the service of Holy Communion (also called the Lord’s Supper, the Eucharist or the Mass). * Belief in Jesus’ resurrection confirms to Christians that Jesus is the incarnate Son of God, but also that death is not the end. * This belief gives Christians hope for life with God, starting now and continuing in a new life (Heaven). * Christians believe that Jesus calls them to sacrifice their own needs to the needs of others, and some are prepared to die for others and for their faith. |
| Kingdom of God |  |  | * Christians believe that Jesus inaugurated the ‘Kingdom of God’ – i.e. Jesus’ whole life was a demonstration of his belief that God is king, not just in heaven but here and now (‘Your kingdom come, your will be done on earth as it is in heaven’). * Christians believe Jesus is still alive, and rules in their hearts and lives through the Holy Spirit, if they let him. * Christians believe that after Jesus returned to be with God the Father, he sent the Holy Spirit at Pentecost to help the Church to make Jesus’ invisible kingdom visible by living lives that reflect the love of God. * Christians celebrate Pentecost as the beginning of the Church. * Staying connected to Jesus means that the fruit of the Spirit can grow in the lives of Christians. | * Jesus told many parables about the Kingdom of God. These suggest that God’s rule has begun, through the life, teaching and example of Jesus, and subsequently through the lives of Christians who live in obedience to God. * The parables suggest that there will be a future Kingdom, where God’s reign will be complete. * The Kingdom is compared to a feast where all are invited to join in. Not everyone chooses to do so. * Many Christians try to extend the Kingdom of God by challenging unjust social structures in their locality and in the world. |

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|  |  | Discovery RE knowledge progression grid | | |  | |
|  | Judaism | | Islam | Hinduism | | Sikhism |
| EYFS |  | |  |  | |  |
| **Yr 1** | Shabbat  I can tell you which is my favourite day of the week  and talk about food I would like to share in a special  meal.  I can use the right names for things that are special to  Jewish people during Shabbat and explain why.  I can start to make a connection between being Jewish  and decisions about behaviour. | |  |  | |  |
| Chanukah  I can talk about how cards help to mark celebrations.  I can recognise some of the symbols used at  Chanukah and start to explain them.  I can talk about how a Jewish child might feel about  taking part in a Chanukah activity and if this affects  how s\he feels about God. | |
| **Yr 2** |  | | Community and Belonging  I can understand how meeting in a certain place could  make me feel like I belong.  I can explain what happens when Muslims pray alone  or at the mosque.  I can talk about how Muslims feel a sense of belonging  when they are with other Muslims or when they pray  on their own and say why this might be. |  | |  |
| Prayer at Home  I can explain how it felt to have to stop doing  something to reach the target we had set.  I can use the right words to describe how Muslims  pray and begin to explain why they do this.  I can start to think through how praying 5 times a day  might help in some ways more than others. |
| Hajj  I can tell you about a special journey and why it was  special to me.  I can remember some of the events that happen during  Hajj and start to explain why these are important to  Muslims.  I can start to think about the significance of Hajj to a  Muslim. |
| **Yr 3** |  | |  | Diwali  I can tell you three important actions I could take to support  a group I belong to. I can discuss my understanding of my  group’s symbol.  I can describe some of the ways Hindus celebrate Divali  and start to explain how I think Hindu children might feel at  Divali.  I can start to say why Divali might bring a sense of  belonging to Hindus. | |  |
| Pilgrimage to the River Ganges  I can explain why water is important.  I can describe a Hindu ritual that happens at/in the River  Ganges and explain why this is important and significant to  the Hindus taking part in it.  I can empathise with the special feelings a Hindu might  experience when taking part in a ritual at the River  Ganges. | |
| **Yr 4** | Beliefs and practices  I can give examples of agreements and contracts and  explain how I would feel if one was broken. I can tell you  an affirmation/promise I would like to make.  I can start to explain what makes Jewish people believe  they have a special relationship with God.  I can tell you some of the ways Jewish people express  their special relationship with God and start to understand  how that might feel. | |  |  | |  |
| Passover  I can discuss why I would choose to follow an instruction  not to eat certain foods, who I would listen to and why.  I can describe some of the things Jews do to show respect  to God.  I can start to identify how it would feel to keep Kashrut. | |
| Beliefs and Practices  I can explain why I think some things need to wait until  you are a certain age. I can give you examples of things I  am committed to and explain which ones are more or less  important to me.  I can describe some of the ways that Jews choose to show  commitment to God and am starting to understand that  they do this in different ways.  I can express an opinion on which ways I think might be  the best ways for Jews to show their commitment to God  and start to give reasons. | |
| **Yr 5** |  | |  |  | | Beliefs and moral values  I can explain how some stories can teach people about  what is important and how to behave.  I can recognise that stories can be an important way  of expressing belief and meaning and can explain the  relevance of a Sikh story.  I can explain how some stories can teach Sikhs about what  is important in life and relate this to non-Sikhs. |
| Belief into action  I can identify the different levels of commitment I show to  different things and explain these priorities.  I can make links between how Sikhs practise their religion  and the beliefs that underpin this.  I can respectfully ask questions about some of the ways  Sikhs choose to behave and the levels of commitment they  show. |
| **Yr 6** |  | | Beliefs and practices  I can show an understanding of why people show  commitment in different ways.  I can describe how different practices enable Muslims to  show their commitment to God and understand that some  of these will be more significant to some Muslims than  others.  I can think of some ways of showing commitment to God  that would be better than others for Muslims. |  | |  |
| Beliefs and moral values  I can give examples of times my choices have been  influenced and may have changed when I considered the  consequences that might follow.  I can explain how believing in Akhirah influences Muslims  to do their best to lead good lives.  I can recognise what motivates or influences me to lead  a good life and compare it with what motivates and  influences Muslims. |