

Knowledge, Skills and Understanding progression for RE at Yarm Primary School

Early Years Foundation Stage		Christianity	
<p><u>Understanding of the world</u></p> <p>learning about Christian beliefs through Christmas, thinking about meaning</p> <p>30-50 Months –</p> <ul style="list-style-type: none"> Comments and asks questions about aspects of their familiar world Recognises special times or events with family and friends Knows some of the things that make them special or unique <p>40-60 Months –</p> <ul style="list-style-type: none"> Enjoys joining in with family customs and routines <p>ELG –</p> <ul style="list-style-type: none"> Children talk about past and present events Know about similarities and differences between themselves and others and among families, communities and traditions. 	<p><u>Personal, Social and Emotional Development</u></p> <p>learning about others through stories</p> <p>30-50 months –</p> <ul style="list-style-type: none"> Role play / discussion within a group extending and elaborating ideas <p>40-60 months –</p> <ul style="list-style-type: none"> Explains own knowledge and understanding <p>ELG –</p> <ul style="list-style-type: none"> Take account of one another's ideas. 	<p><u>Communication and language</u></p> <p>Visits, speakers, learning about festivals</p> <p>30-50 Months –</p> <ul style="list-style-type: none"> Listens to others Use talk to connect ideas Questions why things happen Uses vocabulary focussed on objects / special people <p>40-60 Months –</p> <ul style="list-style-type: none"> Extends vocabulary by using talk <p>ELG –</p> <ul style="list-style-type: none"> Children listen attentively in a range of different situations. Give their attention to what other people say. 	<p><u>Expressive arts and design:</u></p> <p>Christian symbols associated with Christmas</p> <p>30-50 Months –</p> <ul style="list-style-type: none"> Joining in with songs/rhymes Engages in role play Uses media to create effects <p>40-60 Months –</p> <ul style="list-style-type: none"> Create simple representations of events, people and objects <p>ELG –</p> <ul style="list-style-type: none"> Children use what they have learnt and present it in different ways.

Early Years Foundation Stage		Islam	
<p><u>Understanding of the world</u></p> <p>Learning about Eid ul-Fitr in Britain and around the world</p> <p><u>30-50 Months</u> –</p> <ul style="list-style-type: none"> Comments and asks questions about aspects of their familiar world Recognises special times or events with family and friends Knows some of the things that make them special or unique Can talk about the things they have observed. <p><u>40-60 Months</u> –</p> <ul style="list-style-type: none"> Enjoys joining in with family customs and routines <p><u>ELG</u> –</p> <ul style="list-style-type: none"> Children talk about past and present events Know about similarities and differences between themselves and others and among families, communities and traditions. 	<p><u>Personal, Social and Emotional Development</u></p> <p>Thinking about belonging, learning about belonging to a Muslim home</p> <p><u>30-50 months</u> –</p> <ul style="list-style-type: none"> Role play / discussion within a group extending and elaborating ideas Begins to accept the needs of others. <p><u>40-60 months</u> –</p> <ul style="list-style-type: none"> Explains own knowledge and understanding and asks appropriate questions of others. <p><u>ELG</u> –</p> <ul style="list-style-type: none"> Take account of one another's ideas. Show sensitivity to others needs and feelings. 	<p><u>Communication and language</u></p> <p>Ask questions about artefacts using a persona doll, listen to answers, ask further questions.</p> <p><u>30-50 Months</u> –</p> <ul style="list-style-type: none"> Listens to others Listens with attention and recall. Use talk to connect ideas Questions why things happen Uses vocabulary focussed on objects / special people Retell a past event. <p><u>40-60 Months</u> –</p> <ul style="list-style-type: none"> Extends vocabulary by using talk <p><u>ELG</u> –</p> <ul style="list-style-type: none"> Children listen attentively in a range of different situations. Give their attention to what other people say. 	<p><u>Expressive arts and design:</u></p> <p>Showing learning about Islam through an Eid card</p> <p><u>30-50 Months</u> –</p> <ul style="list-style-type: none"> Engages in role play Uses media to create effects <p><u>40-60 Months</u> –</p> <ul style="list-style-type: none"> Create simple representations of events, people and objects <p><u>ELG</u> –</p> <ul style="list-style-type: none"> Children use what they have learnt and present it in different ways.

Y1

	Christianity	Islam	Sikhism	Hinduism	Buddhism	Judaism
Expected	<p>How is someone welcomed into Christianity? Can they explain that baptism means that someone has been welcomed into the Christian family? Can they explain that baptism can be for adults or children?</p> <p>Why do Christians give Gifts at Christmas? Can they name three features of the nativity story? Can they explain why the shepherds and magi brought gifts to Jesus? Can they explain why we give gifts at special times?</p> <p>What do Christians remember at Easter? Can they explain the events of the Easter story including Jesus' death and resurrection? Can they explain that Christians remember Jesus' new life at Easter?</p>	<p>Belonging to the Muslim Family Can they Identify one Islamic artefact and explain its meaning? Can they explain one way a baby is welcomed into the Muslim family? Can they explain two things that characterise wuzu and its purpose?</p> <p>A Man Called Muhammad Can they explain why Muhammad had to leave Makkah? Can they give at least two examples of how Muhammad has had a lasting impact on Islam today?</p>	<p>Belonging to the Sikh Family Can they explain two of the 5K's and what they mean? Can they talk about how someone's name can suggest the community they belong to?</p>	<p>Not taught in this year Group</p>	<p>Not taught in this Year Group</p>	<p>Not taught in this Year Group</p>

Exceeding Y1	<p>How is someone welcomed into Christianity? Can they explain the meaning of water in Christian baptism?</p> <p>Can they explain one difference and one similarity between infant and adult baptism?</p> <p>Why do Christians give Gifts at Christmas? Can they explain two features of the nativity story which show Jesus was a special baby?</p> <p>Can they explain why Christmas is a special time for Christians?</p> <p>What do Christians remember at Easter? Can they explain the meaning of eggs at Easter?</p> <p>Can they show understanding of the link between Easter eggs and Jesus' new life?</p>	<p>Belonging to the Muslim Family Can they explain how Islamic items used in the mosque help Muslims to be together?</p> <p>Can they show understanding that all religions have different ways to help people be together?.</p> <p>A Man Called Muhammad Can they explain how at least one feature of a mosque helps Muslims connect to God?</p> <p>Can they explain why Muhammad is described as a 'prophet' as well as a leader?</p>	<p>Belonging to the Sikh Family Can they explain a similarity in signs of belonging across faiths?</p> <p>Can they Identify a sign of belonging that is associated with just one faith?</p>	<p>Not taught in this Year Group</p>	<p>Not taught in this Year Group</p>	<p>Not taught in this Year Group</p>

Y2						
	Christianity	Islam	Sikhism	Hinduism	Buddhism	Judaism
Expected	<p>Why do Christians Celebrate at Christmas? Can they explain that Christians celebrate at Christmas because they are thankful for Jesus?</p> <p>Can they explain that Jesus is seen as a gift to Christians?</p>	<p>Why is the Qur'an a Sacred Book? Can they explain two ways Muslims treat the Qur'an and why they show respect?</p> <p>Can they explain what it means that the Qur'an is 'sacred'?</p>	<p>The Guru Granth Sahib: A Living Guru Can they explain two ways the Guru Granth Sahib is treated and why?</p> <p>Can they show two similarities between the way the GGS is treated and other holy books are treated and why?</p>	<p>Not taught in this year group</p>	<p>Not taught in this year group</p>	<p>The Torah – Gods Law for the Jews. Can they explain Abraham and Moses' role in Jewish history and myth?</p> <p>Can they explain three types of biblical literature?</p>
	<p>What did Jesus Leave Behind ? Can they retell one story of Jesus and explain the meaning?</p> <p>Can they explain that Jesus left behind ideas about God and about how we should care for each other?</p>		<p>Guru Nanak: an extraordinary life Using two elements of Guru Nanak's life Can they explain why he is special for Sikhs?</p> <p>Using two of Guru Nanak's moral teachings can they explain why Sikhs follow Guru Nanak today?</p>			
	<p>Why do Christians remember the Last Supper? Can they describe Jesus; use of the bread and wine at the Last Supper?</p> <p>Can they explain two things that happen at Christian Communion?</p>					

Exceeding Y2	<p>Why do Christians Celebrate at Christmas? Can they explain that Christians welcome Jesus because he helps them?</p> <p>Can they make a link between a Christmas celebration and why Christians are happy at Christmas.?</p>	<p>Why is the Qur'an a Sacred Book? Can they explain why Muhammad has a special connection to the Qur'an?</p> <p>Can they show understanding of how God uses prophets and angels to communicate messages?</p>	<p>The Guru Granth Sahib: A Living Guru Can they make a connection between the way the GGS is treated and the language it is written in: Gurmurkhi?</p> <p>Can they explain two differences between the GGS in Sikhism and other holy books?</p>	<p>Not taught in this Year Group</p>	<p>Not taught in this Year Group</p>	<p>The Torah – Gods Law for the Jews. Can they make comparisons with Sikhi, Islam and Christianity?</p>
	<p>What did Jesus Leave Behind ? Can they retell one story and explain what it tells us about caring for others?</p> <p>Can they retell one story and explain the information it gives people about God?</p> <p>Why do Christians remember the Last Supper? Can they explain why Jesus can be represented as a light in the darkness?</p> <p>Can they explain why Christian Communion is for everyone, even people who do bad things?</p>		<p>Guru Nanak: an extraordinary life Can they suggest whether a guru is the same as a prophet based on reasoning?</p> <p>Can they show connections with other founders: Muhammad, Moses, Abraham and Jesus</p>			

Y3						
	Christianity	Islam	Sikhism	Hinduism	Buddhism	Judaism
Expected	<p>Why is Christmas a winter festival? Can they explain why light features in winter festivals?</p> <p>Can they explain two Christian uses of light at the Christmas festival?</p> <p>Why is Easter a Spring Festival ? Can they explain why symbols of new life are features of spring festivals?</p> <p>Can they explain two Christian uses of new life at Easter celebrations?</p> <p>Why did monks copy the Gospels by hand ? Can they explain what the Gospels are as one of many books of the Bible?</p> <p>Can they give two reasons why the Lindisfarne monks copied the Gospels by hand?</p>	<p>What is a Mosque For? Can they state two features of a mosque and explain how they help to bring the community together?</p> <p>Can they state two features of a mosque and explain how they help Muslims to submit to God?</p> <p>Ramadan and Eid Can they describe what happens during Ramadan and Eid-Al-Fitr and explain why?</p>	<p>Not taught in this year group.</p>	<p>Not taught in this Year Group</p>	<p>Not taught in this year group</p>	<p>Judaism: Believing and Belonging Can they suggest a reason for the kosher food laws?</p> <p>Can they suggest beliefs and history underlying Hanukah traditions?</p>

<p>Exceeding Y3</p>	<p>Why is Christmas a winter festival? Can they explain why celebrations of Jesus' birth happen in winter?</p> <p>Can they explain the meaning of the Christingle?</p> <p>Why is Easter a Spring Festival ? Can they explain why celebrations of Jesus' resurrection occur in spring?</p> <p>Can they describe one symbol of new life used at the Jewish Passover festival?</p> <p>Why did monks copy the Gospels by hand ? Can they explain the purpose of the Gospels?</p> <p>Can they give two pieces of information about the Lindisfarne monastic community.?</p>	<p>What is a Mosque For? Can they suggest a reason why any building can be used as a mosque?</p> <p>Can they show understanding of the word 'sacred' in connection to the mosque?</p> <p>Ramadan and Eid Can they explain how Ramadan and Eid demonstrate the concept of ummah?</p>	<p>Not taught in this Year Group</p>	<p>Not taught in this Year Group</p>	<p>Not taught in this Year Group</p>	<p>Judaism: Believing and Belonging Can they suggest reasons for obeying religious commands?</p> <p>Can they suggest the value for a community following religious practices?</p>
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Y4						
	Christianity	Islam	Sikhism	Hinduism	Buddhism	Judaism
Expected	<p>What actually happened at Easter? Can they explain 4 separate events over the Easter period?</p> <p>Can they state which event is the most important and why?</p> <p>What is the 'Big Story' of Christianity? Can they explain the meaning of Incarnation and resurrection for Christians?</p> <p>Can they explain how both these events are believed by Christians to tell a 'Big Story'?</p>	<p>Muslims in Britain and Around the World</p> <p>Can they explain how at least two of the 5 pillars help Muslims to uphold their faith in today's world?</p> <p>Can they offer a view as to how helpful it might be for Muslims to know that the 5 pillars are happening all over the world?</p>	<p>Diwali: the Festival of Light Can they suggest a reason as to why many cultures have festivals of light in the winter?</p>	<p>Diwali: the Festival of Light Can they show a connection between the modern festival of Diwali and the story of Rama and Sita ?</p>	<p>Do Buddhists believe the same thing? Do Buddhists celebrate the same thing? Can they explain the significance of Siddharta Gautama in Buddhism and how this is shown in festivals?</p> <p>Can they compare and contrast Mahayana and Theravada Buddhist traditions?</p>	<p>Not taught in this year group</p>
Exceeding	<p>What actually happened at Easter? Can they explain what the Resurrection tells Christians?</p> <p>Can they explain how three events form the Easter story are still remembered today?</p> <p>What is the 'Big Story' of Christianity? Can they state whether Easter/ Resurrection or Christmas/ Incarnation best explain the 'Big Story' of Christianity?</p>	<p>Muslims in Britain and Around the World</p> <p>Can they identify one pillar that might be hard to follow, offer a reason why Muslims try to follow this pillar?</p> <p>Can they talk generally about the benefits and demands of belonging to a faith community?</p>	<p>Diwali: the Festival of Light Can they suggest an answer to the question <i>does a festival always have a meaning behind it?</i></p>	<p>Diwali: the Festival of Light Can they explain three actions at modern Diwali and explain the meanings or stories underlying them ?</p>	<p>Do Buddhists believe the same thing? Do Buddhists celebrate the same thing? Can they offer a supported view as to whether Buddhists around the world believe and celebrate the same thing or not?</p>	<p>Not taught in this Year Group</p>

Y5							
	Christianity	Islam	Sikhism	Hinduism	Buddhism	Judaism	Thematic
Expected	<p>Is Christmas too commercial? Can they provide an answer to the question: <i>is Christmas too commercial?</i></p> <p>Can they show understanding of the Christian meaning of Christmas: Jesus' Incarnation?</p> <p>Who was responsible for Jesus' death?</p> <p>Can they suggest two people/ groups who supported Jesus and two people/ groups who harmed Jesus?</p> <p>Can they answer the question: <i>Who is responsible for Jesus' death?</i></p>	<p>Food and Drink: what are religious rules for? Can they explain how Muslims should treat animals and why?</p> <p>Can they give two examples of halal and haram food in Islam and explain why Muslims can or cannot eat them?</p> <p>Can they give a justified view as to whether Muslim athletes should fast during Ramadan?</p>	<p>Sikhism: the Gurdwara Can they explain how and why the Guru Granth Sahib is treated in the Gurdwara?</p> <p>Can they give a view as to the value of a place of worship?</p>	<p>Not taught in this Year Group</p>	<p>Not taught in this year group</p>	<p>Not taught in this year group</p>	<p>What is Worship? What is it for? (12 weeks) With reference to at least three different religious examples, can they explain what worship is and is not?</p> <p>Can they give a view as to whether humanitarian work is worship, with reference to at least two religious charitable principles and practical actions?</p>

Exceeding Y5	<p>Is Christmas too commercial? Can they compare a moral meaning of Christmas to a commercial meaning of Christmas?</p> <p>Can they show understanding of why Jesus' birth starts the Christian 'Big Story'.</p>	<p>Food and Drink: what are religious rules for? Can they offer a view as to the purpose of religious rules ?</p> <p>Can they show connection between the Islamic idea of 'submission' and religious rules?</p>	<p>Sikhism: the Gurdwara Can they explain why Sikhs and Hindus celebrate Diwali and their differences?</p> <p>Can they offer a supported view as to the purpose of a place of worship?</p>	<p>Not taught in this Year Group</p>	<p>Not taught in this Year Group</p>	<p>Not taught in this Year Group</p>	<p>What is Worship? What is it for? (12 weeks) Can they give a view as to whether Buddhist meditation and chanting is worship, with reference to Buddhist philosophy ?</p> <p>Can they respond to the question <i>what is worship?</i> <i>What is it for?</i> with reference to the subjects studied?</p>
	<p>Who was responsible for Jesus' death? Can they suggest a reason why Judas thought he was doing the right thing?</p> <p>Can they suggest an answer to the question: how far is Jesus' death necessary to Christian belief?</p>						

Y6							
	Christianity	Islam	Sikhism	Hinduism	Buddhism	Judaism	Thematic (12 weeks)
Expected	<p>Why is Jesus' death seen as a victory? Can they explain how one Christian belief can be seen in one Easter hymn lyric?</p> <p>Can they explain why Jesus' death is seen as a victory?</p> <p>Why are the gospel accounts different? Can they describe two common elements of Matthew and Luke's nativity accounts?</p> <p>Can they explain Matthew's concern.?</p> <p>Can they explain Luke's concern?</p>	<p>Not taught in this Year Group</p>	<p>Not taught in this Year Group</p>	<p>Not taught in this year group</p>	<p>Not taught in this year group</p>	<p>Not taught in this year group</p>	<p>Is Faith always the same? What does Art tell us? Can they explain how aspects of Islamic, Christian and one other religious faith can be seen in art?</p> <p>Can they offer a supported view as to how personal religious art is to the artist?</p> <p>From Life to death – What role does religion play? Can they explain the purpose for a community of each rite of passage, with using key vocabulary?</p> <p>Can they suggest why all cultures have rites of passage?</p>

<p>Exceeding Y6</p>	<p>Why is Jesus' death seen as a victory? Can they explain the series of events that led to Jesus' becoming humanity's saviour in Christian belief?</p> <p>Can they show a connection between an Easter belief and a Christmas belief?</p> <p>Why are the gospel accounts different? Can they show how at least one element of the nativity reflects Christian beliefs in Jesus as a saviour?</p> <p>Can they show how at least one element of the Nativity reflects Christian beliefs in Jesus as God Incarnate?</p> <p>Can they suggest reasons for the difference between Matthew and Luke's nativity accounts?</p>	<p>Not taught in this Year Group</p>	<p>Not taught in this Year Group</p>	<p>Not taught in this Year Group</p>	<p>Not taught in this Year Group</p>	<p>Not taught in this Year Group</p>	<p>Is Faith always the same? What does Art tell us? Can they offer a supported view as to what makes art religious?</p> <p>Can they offer a supported view as to why art within a religious tradition tends to follow similar characteristics?</p> <p>From Life to death – What role does religion play? Can they offer a view as to the reason why all cultures mark the same stages in life?</p> <p>Can they offer a supported view as to how religious rites of passage are?</p>
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