



**RE**

**Progression of Knowledge and Skills**

**EYFS – Year 6**

## EYFS

### Reception

*Informed by the New Development Matters 2020*

	Creation	Incarnation	Salvation	Being Special	Special Places	Special Stories
<b>EYFS</b>  <i>Links to Development Matters in red</i>	<p>Children will know that: The word God is a name.</p> <p>Christians believe God is the creator of the universe.</p> <p>Christians believe God made our wonderful world and so we should look after it.</p> <p><b>Understanding the world:</b> Explore the natural world around them.</p>	<p>Children will know that: Christians believe God came to Earth in human form as Jesus.</p> <p>Christians believe Jesus came to show that all people are precious and special to God.</p> <p><b>Understanding the world:</b> Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>Children will know that: Christians remember Jesus' last week at Easter.</p> <p>Jesus' name means 'He saves'.</p> <p>Christians believe Jesus came to show God's love. Christians try to show love to others.</p> <p><b>Understanding the world:</b> Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>Children will be able to: Retell religious stories making connections with personal experiences.</p> <p>Share and record occasions when things have happened in their lives that made them feel special.</p> <p>Recall simply what happens at a traditional Christian infant baptism and dedication.</p> <p>Recall simply what happens when a baby is welcomed into a religion other than Christianity.</p>	<p>Children will be able to: Talk about somewhere that is special to themselves, saying why.</p> <p>Recognise that some religious people have places which have special meaning for them Talk about the things that are special and valued in a place of worship.</p> <p>Begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God</p> <p>Get to know and use appropriate words to talk about their thoughts and</p>	<p>Children will be able to: Talk about some religious stories.</p> <p>Recognise some religious words, e.g. about God.</p> <p>Identify some of their own feelings in the stories they hear.</p> <p>Identify a sacred text e.g. Bible, Torah.</p> <p>Talk about some of the things these stories teach believers (for example, what Jesus teaches about being friends with the friendless in the story of Zacchaeus; what Jesus' story</p>

					<p>feelings when visiting a church</p> <p>Express a personal response to the natural world.</p> <p><b>Communication &amp; Language:</b> Describe events in some detail</p> <p><b>Understanding the world:</b> Understand that some places re special to members of the community.</p>	<p>about the ten lepers teaches about saying 'thank you', and why it is good to thank and be thanked; what the Chanukah story teaches Jews about standing up for what is right), etc.</p> <p><b>PSED:</b> See themselves as a valuable individual.</p>
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*This document shows progression through the core concepts which link to Christianity, as well as the progression throughout other religions. Knowledge of each religion will be supplemented by units which are non-faith specific. The knowledge covered in these units can be found in each unit plan.*

## **Key Stage 1**

### **Year 1**

	God	Creation	Incarnation	Salvation	Gospel	Muslims	Jews
<b>Year 1</b>	<p>Pupils know that Christians believe in God and that they find out about him in the Bible.</p> <p>They know that a parable is 'a story (in this case told by Jesus) to help people understand ideas'.</p> <p>They can find and say what some of these ideas are in the parable of the Lost Son and/or the Story of Jonah.</p>	<p>Pupils know that Christians believe that God created the universe. That the earth and everything in it are important to God.</p> <p>Pupils can identify the sequence of the creation story and know the importance Christians attach to a day of rest.</p>	<p>Pupils know that Christians celebrate Jesus' birth</p> <p>They know that Advent for Christians is a time for getting ready for Jesus' coming.</p> <p>Pupils know that Christians believe that Jesus is God.</p>	<p>Pupils will know that Easter is very important in the 'Big story' of the Bible.</p> <p>Pupils will know the outline of events: Entry in Jerusalem; The last Supper: Jesus arrest and betrayal: He was put on trial; He was crucified: He came back to life and appeared to Mary Magdalene.</p>	<p>Pupils will know that Christians believe that Jesus brings the good news (Gospel) and that God loves them and he will forgive them when they go wrong.</p> <p>Pupils will know that Christians believe that by forgiving they will find peace in their own lives, with others, and with God.</p>	<p>Pupils will:</p> <p>Recognise the words of the Shahadah and that it is very important for Muslims.</p> <p>Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah, and give a simple description of what some of them mean.</p> <p>Give examples of how stories about the Prophet show what Muslims believe about Muhammad.</p>	<p>Pupils will:</p> <p>Recognise the words of the Shema as a Jewish prayer.</p> <p>Retell simply some stories used in Jewish celebrations (e.g. Chanukah).</p> <p>Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like.</p>

## Key Stage 1

### Year 2

	God	Creation	Incarnation	Salvation	Gospel	Muslims	Jews
<b>Year 2</b>	<p>Pupils know that Christians believe that God is loving kind forgiving and fair. They know that Christians worship God and pray to him.</p> <p>Pupils can identify different types of prayer i.e. Praise: saying sorry: asking: and saying thank you.</p>	<p>Pupils know that Christians believe that God has a unique relationship with human beings as their creator and sustainer.</p> <p>They know that Christians believe they should give thanks to God for his creation and that Harvest Festival is a time to do this.</p> <p>Pupils know that Christians believe they should care for the world because it belongs to God. They can give an example.</p>	<p>Pupils know the birth narrative i.e. The Angel appeared to Mary, Mary and Joseph travelled to Bethlehem where Jesus was born as a baby and he was placed in a manger. Angels appeared to the shepherds. The wise men brought gifts.</p> <p>They know that the Bible points out that his birth showed that he was extraordinary (e.g. he is worshipped as a king in Matthew) and that he came to bring good news (e.g. to the poor in Luke)</p>	<p>Pupils will know that Christians believe that Jesus is willing to forgive all people even those that put him on the cross. That Jesus did this to build a bridge between man and God. By rising from the dead he gives Christians a hope in a new life.</p> <p>Pupils will know that Christians believe in life after death.</p> <p>Pupils will know some of the ways its local church celebrates Easter.</p>	<p>Pupils know the story of the calling of Matthew (including why the tax collector was unpopular, and how people reacted) the tax collector and that Jesus chose as his closest friends (disciples) many who were friendless.</p> <p>Pupils know that Christians will pray to God prayers to say sorry to ask for things to say thank you.</p>	<p>Pupils will:</p> <p>Give examples of how Muslims use the Shahadah to show what matters to them.</p> <p>Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan).</p> <p>Give examples of how Muslims put their beliefs about prayer into action.</p> <p>Think, talk about and ask questions about Muslim beliefs and ways of living.</p>	<p>Pupils will:</p> <p>Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah).</p> <p>Make links between Jewish ideas of God found in the stories and how people live.</p> <p>Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat).</p>

			<p>Pupils use the term incarnation. They can talk about examples of how this theme has been explore in art and music (including hymns) by Christians.</p>			<p>Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas.</p> <p>Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too.</p>	<p>Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas.</p> <p>Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too.</p>
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## Key Stage 2

### Year 3

	God	Creation	Incarnation	Salvation	Gospel	Kingdom of God	People of God	Muslims	Jews	Hindus
<b>Year 3</b>	<p>Pupils know that:</p> <p>Christians believe God is the Trinity.</p> <p>Jesus the Son is seen by Christians as revealing what God the father is like. They believe he promises to stay with them.</p> <p>Christians often try to describe God using symbols, similes, and metaphors, in song, story, poems and art and have created art to</p>	<p>Pupils know that:</p> <p>Christians believe that although God made the world the Bible tells in Genesis 3 how humans spoiled that friendship with God, and that Christians call this the Fall.</p> <p>Pupils know the story of Adam and Eve including Gods command not to eat the fruit, the serpent tempting Eve, Adam and Eve hiding from</p>	<p>Pupils know that:</p> <p>Christians believe God is Trinity: Father, Son and Holy Spirit. The Father creates.</p> <p>God sends the Son who saves his people; and the Holy Spirit on his people.</p>	<p>Pupils will know that:</p> <p>Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection.</p> <p>Pupils will be able to say what each event of Holy week means for Christians today: Palm Sunday: washing disciples' feet at the Last Supper: Bread and</p>	<p>Pupils will know that:</p> <p>Christians believe that through his teachings Jesus challenges everyone about the way they live.</p> <p>Pupils will know that Jesus first disciples left their jobs and families to follow Jesus.</p> <p>Pupils will know that it is claimed that Jesus could heal a leper. By doing this Christians</p>	<p>Pupils know that:</p> <p>Christians believe that after Jesus returned to be with God he sent the Holy Spirit at Pentecost to help the church make Jesus kingdom visible by living in a way that reflects the love of God.</p> <p>Pupils know the events of the day of Pentecost.</p> <p>Pupils know the symbols used for the Holy spirit that is;</p>	<p>Pupils know that:</p> <p>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.</p> <p>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</p>	<p>Identify some beliefs about God in Islam, expressed in Surah 1.</p> <p>Make clear links between beliefs about God and ibadah (e.g. how God is worth worshiping; how Muslims submit to God)</p>	<p>Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean.</p> <p>Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people.</p> <p>Offer informed suggestions about the meaning of the Exodus</p>	<p>Identify some Hindu deities and say how they help Hindus describe God.</p> <p>Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God.</p> <p>Offer informed suggestions about what Hindu murtis express about God.</p>

	help to express this belief.	God, Adam and Eve expelled from paradise. Pupils know that Christians believe that God wants to help people to get close to him again. He gives them guidelines such as the 10 commandments and offers forgiveness when they fall short.		wine at the Last Supper; Judas' betrayal; Peter's denial; the Crucifixion; the Resurrection.  Pupils know that most Christians believe that Jesus rose from the dead and so is alive today. They can explain why Christians call this Good Friday.	believe that showed love for those that others ignore.  Pupils will know what a parable is. Pupils can retell the parable of the Good Samaritan.  Pupils can describe the work of a Christian charity that tries to put this teaching into practice e.g. Christian Aid. They should know that people of other faiths and of none also run charity work.	Wind/Fire/Dove /Water/ Comforter and they can identify them as used in art.	and Bible stories show how God keeps his promises.		story for Jews today.	Identify the terms dharma, Sanatan Dharma and Hinduism and say what they mean.  Make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (dharma).
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## Key Stage 2

### Year 4

	God	Creation	Incarnation	Salvation	Gospel	Kingdom of God	People of God	Muslims	Jews	Hindus
<b>Year 4</b>	<p>Pupils know the story of Jesus Baptism (Matthew 3; 11-17) including that Jesus was baptised by John the Baptist that a voice came from above and the dove appeared. They know the symbolism this suggests.</p> <p>Christians find that understanding God is challenging: people spend their whole</p>	<p>Pupils understand that many Christians believe they are asked to be stewards or caretakers of God's creation and they know about examples where Christians have tried to put this idea in to practice e.g. Forest Churches, A Rocha movement.</p>	<p>Christians worship God as Trinity. It is a huge idea to grasp, and Christians have created art to help express this belief.</p> <p>Christians believe that the Holy Spirit is God's power at work in the world and in their lives today, enabling them to</p>	<p>Pupils will: Understand how the symbols of communion are a way of remembering Jesus and the new agreement of love and forgiveness. Link the service with Jesus' death and resurrection.</p> <p>Know that by sharing communion as a group Christians are showing unity.</p>	<p>Pupils know that: Christians believe Jesus challenges people who pretend to be good (hypocrisy) and shows love and forgiveness to unlikely people. Christians try to be like Jesus – they want to know him better and better.</p> <p>Christians try to put his</p>	<p>Pupils know the that Christians consider the church to be the 'Body of Christ' and that one body has many parts. They can explain what this means.</p> <p>Pupils know the term 'Fruits of the spirit' and how Christians believe that these are the qualities they should develop with the help of</p>	<p>Pupils know that: The Old Testament narrative explains that the People of God are meant to show the benefits of having a relationship with God, and to attract all other nations to worshipping God. Christians believe that, through Jesus, all people can become the</p>	<p>Give examples of ibadah (worship) in Islam (e.g. prayer, fasting, celebrating ) and describe what they involve.</p> <p>Make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in</p>	<p>Make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals).</p> <p>Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities.</p> <p>Raise questions and</p>	<p>Make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshipping at a home shrine; celebrating Diwali).</p> <p>Identify some different ways in which Hindus worship.</p> <p>Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today.</p> <p>Make links between the Hindu idea of everyone having a</p>

	lives learning more and more about God.	They know that some people don't believe that God made the world.	<p>follow Jesus.</p> <p>Pupils can describe a Christian Baptism (child and adult) including the terminology of 'in the name of the father, the son and the Holy spirit'.</p>	<p>Discuss how the communion service provides a special way for Christians to meet with or reflect on Jesus.</p> <p>Explain how the 'new commandment' makes a difference to the lives of individuals and communities .</p> <p>☐ Explain what Christians learn from Jesus' act of washing His disciples' feet.</p>	teaching and example into practice in lots of ways, from church worship to social justice.	the Holy Spirit.	People of God.	<p>prayer and fasting, as a family and as a community , at home and in the mosque).</p> <p>Raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslims.</p> <p>Make links between the Muslim idea of living in</p>	<p>suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future.</p> <p>Make links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including pupils' own lives, and giving good reasons for their ideas.</p>	<p>'spark' of God in them and ideas about the value of people in the world today, giving good reasons for their ideas.</p> <p>Describe how Hindus show their faith within their families in Britain today (e.g. home puja).</p> <p>Describe how Hindus show their faith within their faith communities in Britain today (e.g. arti and bhajans at the mandir; in festivals such as Diwali).</p> <p>Identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between</p>
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				Explain how communion is linked to the Seder Pesach/Pass over meal				harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas.		Britain and parts of India).  Raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their ideas.
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## Key Stage 2

### Year 5

	God	Creation	Incarnation	Salvation	Gospel	Kingdom of God	People of God	Muslims	Jews	Hindus
<b>Year 5</b>	<p>Pupils know that:</p> <p>Christians believe God is omnipotent, omniscient and eternal.</p> <p>They know that some people do not believe God exists.</p> <p>They know that there are different types of text in the Bible and can give examples of psalms, letters and prophecy.</p>	<p>Pupils know that:</p> <p>There is much debate and controversy around the relationship between creation stories in Genesis and scientific accounts.</p> <p>Pupils know that the discoveries of science often make Christians even more in awe of the power and majesty of God.</p>	<p>Pupils know that:</p> <p>Jesus was Jewish.</p> <p>They understand that 'Christ' is the Greek word for 'anointed one', or 'Messiah'.</p> <p>And that the Old Testament talks about a 'rescuer' or 'anointed one' – a Messiah.</p> <p>Pupils know that most Christians believe Jesus</p>	<p>Pupils will know that:</p> <p>Christians believe that Jesus sacrifice on the cross was a way of paying for all the sins of mankind.</p> <p>Pupils know the outline of events of the crucifixion (Passion narrative) from John 19.</p>	<p>Pupils will know that:</p> <p>Christians believe that the Gospel of Jesus is not just about setting a good example but also about healing the damage done (by sin) in the world.</p> <p>Pupils will know a range of Jesus teachings: The wise and foolish builder's/the sermon on the mount/the healing of the centurion's</p>	<p>Pupils will know that:</p> <p>Jesus told many parables about the Kingdom of God.</p> <p>Children know that the parables 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 the</p>	<p>Pupils will know that:</p> <p>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.</p> <p>The story of Moses and the Exodus shows how God rescued his</p>	<p>Identify and explain Muslim beliefs about God, the Prophet* and the Holy Qur'an (e.g. Tawhid; Muhammad as the Messenger, Qur'an as the message).</p> <p>Describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on</p>	<p>Identify and explain Jewish beliefs about God.</p> <p>Give examples of some texts that say what God is like and explain how Jewish people interpret them.</p>	<p>Identify and explain Hindu beliefs, e.g. dharma, karma, samsara, moksha, using technical terms accurately.</p> <p>Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha, etc.</p>

	Pupils know that Christians believe God is holy and loving but that he is also angered by sin and injustice.		is God incarnate and 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.	Pupils know about the Isaiah 53 passage and can make connections to John 19 using the idea of the suffering servant.	servant/Jesus and the moneylenders /the woman caught in adultery. (select specific detail to retell).	obedience of God.	people from slavery.	Five Pillars; Hajj practices follow example of the Prophet).		
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## Key Stage 2

### Year 6

	God	Creation	Incarnation	Salvation	Gospel	Kingdom of God	People of God	Muslims	Jews	Hindus
<b>Year 6</b>	<p>Pupils know that:</p> <p>They know that not all Christians agree about what God is like but that all try and follow his teachings as they understand it.</p> <p>They can explain that this is why Christians can respond differently both in reaction to social</p>	<p>Pupils know that:</p> <p>Some of this controversy is connected with the way in which the Genesis text is interpreted and the genre of writing it is considered to be.</p> <p>Pupils know that not all Christians believe the same about the relationship between Creation and science.</p>	<p>Pupils know that:</p> <p>Most Christians believe Jesus is God incarnate and 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.</p> <p>Pupils understand that Christians believe that Jesus fulfilled these</p>	<p>Pupils will know that:</p> <p>The book of Luke gives an account of a number of resurrection appearances. (Luke 24). They can describe these appearances.</p> <p>Pupils know that most Christians believe that Jesus resurrection means that death isn't the end and that they have hope in a new</p>	<p>Pupils will:</p> <p>Be able to relate teachings from the Bible to activities undertaken by Christian groups and by the church to bring these teachings to life in their churches and communities.</p> <p>Pupils will know that although these texts are fixed the way that different Christians have interpreted them over the</p>	<p>Pupils know that:</p> <p>The Kingdom is compared to a feast where all are invited to join in. Not everyone choses to do so.</p> <p>Many Christians try to extend the Kingdom of God by Challenging unjust social structures in their locality and in the world.</p>	<p>Pupils know that:</p> <p>The story of Moses and the Exodus shows how God rescued his people from slavery.</p> <p>Christians apply this idea to living today by trying to serve God and to bring freedom to others; for example, bringing health, food, justice, and telling the story of Jesus.</p>	<p>Make clear connections between Muslim beliefs and ibadah (e.g. Five Pillars, festivals, mosques, art).</p> <p>Give evidence and examples to show how Muslims put their beliefs into practice in different ways.</p> <p>Make connections between Muslim</p>	<p>Make clear connections between Jewish beliefs about the Torah and how they use and treat it.</p> <p>Make clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws).</p> <p>Give evidence and examples</p>	<p>Make clear connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live.</p> <p>Connect the four Hindu aims of life and the four stages of life with beliefs about dharma, karma, moksha, etc.</p> <p>Give evidence and examples to</p>

	<p>injustice but also in styles of worship and church building.</p> <p>Pupils can give an example of how biblical ideas about holiness love or forgiveness have made a difference in the world.</p>	<p>Pupils know and understand the significance of Psalm 8 for the Christian belief in stewardship.</p> <p>Creation reveals something about the nature of God – for example, power, creativity, concern for life.</p>	<p>expectations, and that he is the Messiah. (Jewish people do not think Jesus is the Messiah.)</p> <p>Pupils know that Christians see Jesus as their Saviour</p> <p>Pupils can give their own view to answer the questions ‘Was Jesus the Messiah?’ supported by a reasoned argument.</p>	<p>life with God in heaven.</p> <p>Pupils can explain how this is reflected in Christian worship in both modern and traditional songs.</p> <p>They can describe a number (add specifics) of Good Friday and Easter Sunday celebrations across a range of denominational settings.</p> <p>They can explain why certain things might happen at a Christian funeral.</p>	<p>years and in different cultures will vary.</p>		<p>Christians see the Christian church as 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.</p>	<p>beliefs studied and Muslim ways of living in Britain/Shropshire today.</p> <p>Consider and weigh up the value of e.g. submission, obedience, generosity, self-control and worship in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims. Reflect on and articulate what it is like to be a</p>	<p>to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between Orthodox and Progressive Jewish practice.</p> <p>Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today.</p>	<p>show how Hindus put their beliefs into practice in different ways.</p> <p>Make connections between Hindu beliefs studied (e.g. karma and dharma), and explain how and why they are important to Hindus.</p> <p>Reflect on and articulate what impact belief in karma and dharma might have on individuals and the</p>
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									Muslim in Britain today, giving good reasons for their views.	Consider and weigh up the value of e.g. tradition, ritual, community , study and worship in the lives of Jews today, and articulate responses on how far they are valuable to people who are not Jewish.	world, recognising different points of view.
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