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| The Whartons Primary School- Religious Education Progression of Knowledge |
| Curriculum Area/Big Ideas | **FS** | **Y1** | **Y2** | **Y3** | **Y4** | **Y5** | **Y6** |
| **Curriculum Big Idea A****Children investigate the beliefs and practises of religions and other world views** | **Key skills:**Join in; Talk about; Identify | **Key skills:**Recall and talk about; Talk about; Notice | **Key skills:**Recall and name; Retell and suggest meanings for; Recognise similarities and differences | **Key skills:**Recognise;Retell and make links; Observe similarities and differences | **Key skills:**Describe and make links;Describe and show understanding; Explore and describe similarities and differences | **Key skills:**Identify and make connections;Reflect on and find meanings;Explain and understand similarities and difference | **Key skills:**Compare and contrast;Give a considered response |
| * Children **talk about** past and present events in their own lives and in the lives of family members.
* They know that other children don’t always enjoy the same things, and are sensitive to this.
* **Make a link** between pupils own personal experiences and those of their friends
* They know about similarities and differences between themselves and others, and among families, communities and traditions.
 | * Talk about books special to them and to religious believers and talk about how they are treated.
* Talk about religious stories.
* Name celebrations and talk about how these are celebrated and respond to questions about their meaning.
* Talk about their experiences and feelings connected to celebrations or customs.
* Talk about places of worship and the objects and symbols they might see.
* Name and talk about some of the early figures in the Old Testament, retelling stories.
 | * Find out and talk about different ways of welcoming new life and name some artefacts.
* Recognise similarities and differences in welcoming ceremonies for new babies.
* Respond sensitively to the feelings and beliefs of Christians and Muslims.
* Ask and respond to questions about belonging.
* Find out about and re-tell stories about religious and non-religious rules, suggesting some meanings.
* Find out how Christians and Muslims pray, recognising similarities and differences, and naming some artefacts.
* Retell some of Jesus’ parables.
 | * Re-tell Jewish stories and consider their importance.
* Discover how Jews express their faith through rituals and actions.
* Express ideas about the rituals and practices which demonstrate belonging to a community.
* Observe and respond thoughtfully to the ways beliefs and spirituality are expressed through art forms.
* Re-tell a range of creation stories, making links between them.
* Describe and make links between different leaders exploring similarities and differences.
* Explain how leaders teach through their personal qualities, actions and stories.
* Give examples of the ways in which communities follow their leaders.
 | * Describe different festivals, explaining the reasons for them, and making links between them (Judaism, Sikhism, Hinduism, Paganism, Chinese New Year, Ancient Civilisations).
* Express ideas and opinions about what light represents.
* Describe and explain key teachings of Islam and the different ways these are interpreted by believers.
* Describe and show understanding of how Muslim beliefs impact on the life and decisions of believers.
* Explain how the pilgrimage of Hajj can affect a Muslims life.
* Give examples of Sikh beliefs and stories about their Gurus.
 | * Identify and explain features of special places and journeys, and why these inspire people.
* Investigate places of pilgrimage and reflect on the challenges involved in the journey.
* Reflect on how Christianity is one of the Abrahamic faiths along with Judaism and Islam, considering some similarities and differences between these world faiths.
* Summarise some features of Sikh practice in the home and community.
 | * Using a developing religious vocabulary, explain and give reasons for some Sikh beliefs and symbols, considering the meanings behind them.
* Explore and summarise how Christians understand the significance of Jesus’death and resurrection, considering narratives from the Gospels.
* Describe and understand the rights and responsibilities that come with growing up.
* Describe and express ideas about festivals and how and why they are commemorated.
* Give a considered response to how Jewish people follow the commandments set out in the Torah.
* Summarise key beliefs for Jews including Shema and Tikkun Olam and describe how these affect lives today.
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| **Curriculum big idea B****Children know how religions and other world views address questions of meaning, purpose and value** | **Reception****Key skills:**Answer simple questions; Talk about; make observations | **Y1****Key skills:**Respond to questions; Talk about; Notice details | **Y2****Key skills:**Ask and respond to questions; Explore; Express ideas; Recognise similarities and differences; Respond sensitively | **Y3****Key skills:**Observe; Express own ideas; Observe and respond thoughtfully | **Y4****Key skills:**Explain and give reasons;Present ideas; Reflect and give examples | **Y5****Key skills:**Identify and explain; Apply and explain ideas;Reflect and suggest reasons | **Y6****Key skills:**Explain a range of opinions and give reasons;Summarise and apply a range of ideas;Weigh up different points of view |
| .* Children know about similarities and differences in relation to places, objects, materials and living things.
* They talk about the features of their own immediate environment and how they feel about them.
* They make observations of the natural world around them and explain why some things occur, and talk about changes. They can say what they do and do not like.
* They know that other children don’t always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions
 | * Respond to questions about the meanings of stories.
* Retell and suggest meanings for stories about the birth of Jesus.
* Notice what happens in special places or on special occasions and respond to questions about this.
 | * Ask questions and respond to questions about prayer.
* Begin to express their own ideas about the meaning of prayer.
* Express ideas and respond to questions about stories from the life and teachings of Jesus and say how they are remembered.
 | * Express ideas about creation and suggest meanings for the stories.
 | * Describe and show understanding of Sikh practices relating to the Guru Granth Sahib.
 | * Identify and explain similarities and differences between Humanist, Muslim and Christian values.
* Show understanding of reasons people might feel sorry and why it is hard to ‘make up’ in a conflict.
* Respond clearly with their own ideas about importance of confession to Christians.
* Describe how some modern individuals have faced the challenge of forgiveness.
* Explore the narratives about Moses, the Ten Commandments, the Kingdom, including David, and Jesus, making connections between stories and the idea of a covenant between God and the people.
* Reflect on and find meanings in different titles used by and of Jesus, such as Son of Man or Messiah.
 | * Express understanding and ask questions about how Jesus’ death is seen as a sacrifice, as a way of forgiveness and salvation. Show understanding of these terms and weigh up what they mean for Christians today.
* Explain how festivals and seasons are celebrated, including Ascension and Pentecost.
* Explore and describe rites of passage, comparing a range of religious and secular approaches, responding with insights about the importance of these ceremonies.
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| **Curriculum big idea C****Children know how religions and other world views influence morality, identity and diversity** | **Reception****Key skills:**Join in; Talk about; identify | **Y1****Key skills:**Find out about; Talk about ideas | **Y2****Key skills:**Observe and recount; Find out about and respond; Find out and begin to express ideas | **Y3****Key skills:**Discover more and express ideas; Discover and respond; Express ideas | **Y4****Key skills:**Explain and give reasons;Discover and explain ideas;Express ideas and opinions | **Y5****Key skills:**Identify and explain; Investigate and apply ideas;Discuss and give examples | **Y6****Key skills:**Explain a range of opinions and give reasons;Summarise and apply a range of ideas;Weigh up different points of view |
| * Children **talk about** past and present events in their own lives and in the lives of family members.
* They know that other children don’t always enjoy the same things, and are sensitive to this.
* **Make a link** between pupils own personal experiences and those of their friends
* They know about similarities and differences between themselves and others, and among families, communities and traditions.
 | * Recall, talk and answer questions about religious stories.
* Respond with ideas about how to care for others.
* Talk about how Christians believe Jesus is special and call him the ‘Son of God’.
 | * Begin to express ideas about what makes a good rule and why these are important in helping people to live together co-operatively.
* Ask and respond to questions about the world and creation.
* Re-tell religious and non-religious stories and beliefs about creation and suggest some meanings.
* Begin to express ideas about how to care for the planet.
* Express ideas about how beliefs affect how Christians live their lives such as supporting the homeless.
* Find out about local or well-known Christians today.
* Name and retell key events in the final days of Jesus’ ministry and say how they are remembered.
 | * Express their beliefs and values through creating a piece of expressive art.
* Re-tell some well-known parables and teachings of Jesus, considering their meaning,
* Observe and consider how the Bible influences Christians in the way they live.
* Respond thoughtfully and express ideas about right and wrong.
* Express different views and ideas about helping to look after the world around them.
 | * Explore and describe ways beliefs and values are expressed in different religions through symbols and actions.
* Give examples of ways in which people show they belong.
* Explain why belonging to a community may be valuable but also challenging.
* Explain and give reasons for Sikh values.
 | * Make connections between morals and values found in religious teachings and everyday life.
* Investigate and apply ideas about values and how people choose to live their lives.
* Discuss and give examples of right and wrong, love, forgiveness, truth, consequences, and honesty.
 | * Discuss and apply ideas about Sikh practices and beliefs, recognising the challenges and value of belonging to the Sikh community.
* Reasonably reflect on their own beliefs, principles and values.
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| **Vocabulary** | **Reception**Home, Family, School, CommunityChurch, MosqueJesus, Nativity,Birth, Presents, Baby, CharityGood manners,Rules, Friends,Disciples, Creation, Responsibility, Harvest, Nature, New life, Easter, Feelings of sadness and happiness, Thankfulness, Job, Important, Special, Bible, Prayer Mat, Prophet, Mohammad | **Y1**Holy, Moral, Bible, Qur’an, Special, Celebration, Festival, Eid, Ramadan, Fasting, Harvest, Birthday, Parts of a church and Mosque, Caring, Organization, Charity, Fund-raising, Parable, Christian, God, Bible,Old Testament,Word of God, Command, Names from Old Testament, Belief, Faith, Trust, Choice, Forgive, Promise, Patriarch, Jesus, Son of God, Prayer | **Y2**Family, Promises, Parents,Godparents, Sponsors,Ritual, Prayer, Baptism,Aqiqah, Adhan, Font,Choices, Influences, Rules,Guidelines, The Pillars ofIslam, The TenCommandments, Prayer,Reflection, Church,Mosque, Faith,Symbols, Wudu,Christians, Muslims, God,Created, Natural,Wonderful, World,Stewardship,Responsibility, Recycle,Reus, Environment, Christ,Jesus, Christian, Gospel,Disciple, Parables,Baptism, Crucifixion, Resurrection | **Y3**Moses, Abraham, Exodus, Hebrew, Covenant, Torah, Ark, Sabbath / Shabbat,Passover / Pesach, Mezuzah, Kosher, Seder, Tallit, Synagogue, Bimah, Prayer, Belief, Worship, Questions, Mysteries, Symbols, Divine, SpiritualityMusic, Art, Dance, PoetryMool Mantar, MudrasSufi, Calligraphy, Psalmand hymns, Arts, SymbolsChristianity, The Bible, OldTestament, NewTestament, Stories e.g.parable, symbol, meaning,Feelings e.g. forgiveness,reconciliation, jealousy,repentance, humility,caring, loving, Love,Neighbour, Moral choices,Creation,Creator, ResponsibilityInterpretation, LeaderQualities, CharacteristicsInspiration / InspirationalJesus, Christianity /Christians, ProphetMessenger of God, Muhammad (pbuh)Islam / Muslims, MosesJudaism /Jews | **Y4**Freedom, OppressionInterpretation,Celebration, SharedValues, RemembranceReflection, Church, Mosque, Gurdwara, Synagogue, CommunityFaith, Belief, Believer,Allah, ProphetMuhammad, Qur’an,Hadith, Muhammad,Shahadah, Salaah, Sawm, Ramadhaan, Zakaah, Hajj, Mecca/Makkah,Akhirah, Sunnah, Shari’ah, Eid ul Fitr, Eid ul Adha, Qiblah, Sadaqah, Wudhu, Ablution, Mool (Mul), Mantar, Panjab, Guru Nanak, Guru Gobin, Singh, Guru Granth, Sahib, Guru, Khalsa,Amristar, Ikk Oankar,Enlightenment,Gurdwara | **Y5**Journey, Responsibility,Belief, Pilgrimage,Reflection, Faith, Love, Forgiveness, Peace between people and God, Honesty, Prayer, Worship Fellowship, Ummah- community, Forgiveness,Honesty, Prayer, Charity,Honesty, Integrity, Personal responsibilityReciprocity, Atheism,Choice, Good/bad,Right/wrong, Morality,Values, Consequences,Jesus, Gospel, NewTestament, CrucifixionForgiveness,Reconciliation, Penitence,Repentance, Redemption,Confession, Conflict,Reconciling, Grudge,Revenge, Conflict, resolution, Consequences,Old/New Testament,Incarnation, Salvation, Gospels, Messiah, TrinitySon of Man/God, Eternal Covenant, TenCommandments ‘I am’ statements | **Y6**Guru Gobind, Singh,Guru Granth, Sahib, Khalsa,Amrit, Baptism,Sewa, Langar, The 5Ks.Khanda symbol, Ascension, Communion,Crucifixion, Easter,Forgiveness, Gospel,Incarnation, Jesus,Kingdom of Heaven,Gospels, Palm Sunday,Reconciliation,Resurrection,Ritual, Sacrifice, SalvationRites of passage,Confirmation, Baptism, Amrit, Bar mitzvah, Bat mitzvah, Rights, ResponsibilitiesGrowing up, AdulthoodMoses, Abraham, Exodus, Hebrew, Covenant, Torah, Ark, Sabbath/Shabbat, Passover/Pesach, Mezuzah, Kosher, Seder, Tallit, Synagogue, Bimah, Purim, Prayer, Belief, Worship |
| **Religions covered** | Christianity and other faiths followed by families of the cohort | Christianity, Islam, Judaism  | Christianity, Islam | Christianity, Judaism, Islam, Sikhism | Christianity, Islam, Judaism, Sikhism, Hinduism, Paganism, Ancient civilisations, Chinese New Year | Christianity, Judaism, Islam, Sikhism | Sikhism, Christianity, Judaism, Islam |
| **Cultural Capital** | **Visit the local Church for Harvest Festival.**Join in with Christmas celebrations in school. Nature garden.**Invite a visitor to school who can share their occupation/talent.** | **Visit the local Church for Harvest Festival**. Create a class celebration. Organise a ‘caring event’ e.g. toy swap, fundraising or buddy bench.  | **Visit the local church for Harvest festiva**l. Experience meditation/prayer/quiet time, with relaxing music.**Visit or have a visitor related to caring for the environment e.g. recycling**. Opportunity for drama. | **Meet/Zoom or email a Jewish person**. Explore music, visual arts and dance. **Invite a Christian visitor into school.** | Create a Diwali celebration. Visitor in school to talk about their place of worship- religions in our local area. **Visit a mosque**. | **Muslim visitor to discuss pilgrimage** | **Interview a Sikh person visitor to school/zoom/email** |
| **In all year groups children will explore places of religious significance around the world by accessing online virtual tours. They will watch films showing how people practise their faith. They will handle the bible and will see and touch some religious artefacts. They will experience the arts including music, dance and paintings.** |
| **School Drivers** | **Reception**Well-being, Cultural diversity, Outdoor learning | **Y1**Well-being, Cultural diversity | **Y2**Well-being, Cultural diversity, Outdoor learning | **Y3**Well-being, Cultural diversity | **Y4**Well-being, Cultural diversity | **Y5**Well-being, Cultural diversity | **Y6**Well-being, Cultural diversity |
| **SMSC****Development**  | **Reception****Spiritual:** Think about a special place in their home or school. Describe God’s love. Make the right choices. Think about the wonder of creation. Know makes us special.**Moral:** Know other children’s families may be different to their own. Help each other. Care for the environment. Treat everyone equally.**Social:** Make new friends. Share spaces and give gifts. Follow rules. Know people have similarities and differences.**Cultural:** Knowsome people celebrate Christmas while others do not. | **Y1****Spiritual:** Learn from special stories. Think about celebrations in their own lives. Experience quietness. Know people believe God cares for each individual.**Moral:** Consider the importance of thankfulness and respecting other people’s traditions. Show respect when visiting places of worship. Understand why we should care for others. Make the right choices**Social:** Work together on a class project. Plan a celebration with others. Explore questions about the lives of our friends. Respect others’ choices and know what it means to trust someone.**Cultural**: Look at similarities of teachings of different faiths. Explore Muslim celebrations. Visit places of worship and meet representatives. Have awareness of different religions. | **Y2****Spiritual:** Make links between their home and religious lives. Make links between their own lives and Christians and Muslims. Think about how people pray. Explore their values and beliefs. Link stories Jesus told to their own lives.**Moral:** Make the right choices and think about the fairness of some people being less fortunate. Express personal values and views.**Social:** Explore events in the lives of children at school and in their community. Think about local leaders and role models in the community. Know the importance of friendship.**Cultural:** Engag**e** with local Christian and Muslim communities. Respect community diversity. Engage with Christian culture. | **Y3****Spiritual:** Reflect on own beliefs about God and worship. Reflect on art forms as an expression of faith or spirituality. Think about Christian beliefs and look for links in their own lives. Think about how beliefs are shaped by stories.**Moral:** Consider trust, friendship, forgiveness and caring for others. Consider issues about how to protect the world. Know how leaders help us to lead a good life and how this links to our own lives.**Social:** Know how people express what matters to them in different ways. Work collaboratively and talk together, exploring questions of how to look after the world. Research inspirational people.**Cultural:** Promote respect for all. Talk about a range of cultural and artistic expressions. Engage with Christian culture. | **Y4****Spiritual:** Know how others have overcome difficulties and how these have become an opportunity for reflection and celebration. Think about how to show commitment to God. Reflect on personal beliefs.**Moral:** Think about good and evil, standing up for the oppressed and putting others before themselves. Know how the pillars of Islam have a positive impact on the wider world. Develop understanding of equality and social justice.**Social:** Explore different ways people celebrate. Work together collaboratively.**Cultural:** Explore different festivals. Consider cultural and artistic expression and how places of worship influence belief. Consider Muslims place in the UK and local area today. Appreciate Sikh heritage. | **Y5****Spiritual:** Know how they might gain inspiration. Study reconciliation, forgiveness and grace. Reflect on the significance of religious teachings for themselves.**Moral:** Know about **d**ecisions about financial and family sacrifices. Studying stories that express values and thinking about right and wrong. Consider how beliefs have implications for actions.**Social:** Work together on collaborative activities and tacking issues.**Cultural:** Know about different places and journeys that different communities visit. Engage with different faith perspectives. | **Y6****Spiritual:** Reflect on personal beliefs and values and those of others. Explore their own views about sacrifice, forgiveness and salvation.**Moral: D**evelop understanding of equality and social justice in response to Sikh values and discuss ideas of right and wrong.**Social: D**evelop transferable social skills through collaborative learning and tackling issues with peers. Examine the Bible’s contribution to art and music. Study a range of responses to adulthood. **Cultural: D**evelop appreciation of Sikh heritage globally and locally. |
| **Links to other subjects** | **RE provides opportunities to practise skills related to: English, Science, Geography, History, Art, PSHCE, Music** |