

KOP science and non core subject progression documents

Subject: Religious Education

FS framework - ages and stages

Year 7 - national curriculum for KS3

Blue - Christianity
 Yellow - Hinduism
 Purple - Judaism
 Green - Islam
 Pink - worldviews and themes

Year group	Units of study	Progression of skills	Progression in knowledge	Key vocabulary	Essential experiences
Pre school	F4. Being special, where do we belong? F5. Which places are special and why? F6. Which stories are special and why?	Share and discuss special events that have happened to them. This could include birthdays, christenings etc.	Understanding how people such as babies are welcomed into a family or community. Talk about somewhere that is special to themselves and saying why.	Vocabulary Safe, special, protect, respect, welcome, belong, community, together, caring, love	Advent and Christmas assembly Lent and Easter Assembly Mother's Day Assembly Hanukkah Assembly Rosh Hashanah Assembly Ramadan and Eid Assembly Holi Assembly Chinese New Year Assembly Diwali Assembly
Nursery	F4. Being special, where do we belong? F5. Which places are special and why? F6. Which stories are special and why?	Share and discuss special events that have happened to them. Making connections with personal experiences.	Understanding how people such as babies are welcomed into a family or community. Talk about somewhere that is special to themselves, saying why. 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.	Vocabulary Safe, special, protect, respect, welcome, belong, community, together, caring, love.	Advent and Christmas assembly Lent and Easter Assembly Mother's Day Assembly Hanukkah Assembly Rosh Hashanah Assembly Ramadan and Eid Assembly Holi Assembly Chinese New Year Assembly Diwali Assembly
Reception	F1. Why is the word 'God' so important to Christians? [God] F2. Why is Christmas special for Christians? [Incarnation] F3. Why is Easter special for Christians? [Salvation]	Expressing ideas and feelings about the natural world. Express what they find interesting about the world. Making connections with personal stories Identifying signs of new life in nature.	Retell Christmas and Easter stories. Talk about how Christians say thanks to God. (Through prayer at home or church, singing hymns). Understanding incarnation means God came to earth in human form as Jesus. (God in a bod).	Vocabulary Christian – someone who believes in the Christian faith, creator, praise, Jesus – son of God, Bible – Christian holy book, Christmas – the celebration of Jesus' birth, Easter – when Jesus died on the cross, cross, Palm Sunday – when Jesus entered Jerusalem.	Advent and Christmas assembly Lent and Easter Assembly Mother's Day Assembly Hanukkah Assembly Rosh Hashanah Assembly Ramadan and Eid Assembly Holi Assembly Chinese New Year Assembly Diwali Assembly

<p>At the end of EYFS children should know:</p>	<ul style="list-style-type: none"> - That Christmas celebrates Jesus's birth. - That Easter celebrates Jesus' death. - Religious people thank God in different ways e.g praying, singing, praising God. - Talk about some special areas in a place of worship. 				
<p>Year 1</p>	<p>1.1. What do Christians believe God is like? 1.2 Who do Christians say made the world? 1.5 Why does Easter matter to Christians? 1.6 Who is a Muslim and how do they live? 1.9 How should we care for others and the world, and why does it matter?</p>	<p>Think, talk and ask questions about whether the ideas they have been studying have something to say to them. E.g. Christians celebrate Christmas because it is Jesus' birthday.</p>	<p>Identify the core beliefs and concepts studied and give a simple description of what they mean. E.g. Christians believe Jesus is the son of God, Muslims have 5 pillars of faith, Retell and sequence some stories from the Bible. (Nativity and Easter).</p> <p>To know where in the world Christianity and Islam originate from.</p>	<p>Vocabulary Christianity – God, Jesus, Bible, parable – is a simple story with a spiritual message, forgiveness – saying sorry. Creation, Genesis, Creator. Holy week, Good Friday, Palm Sunday, new beginnings. Islam – Allah – one God. One God belief in Islam is called Tawhid. Iman – belief. Shahadah - ('There is no God but God; Muhammad is the messenger of God'), Qur'an – holy book of Islam. Muhammad is God's messenger (many Muslims say 'Peace be upon him' after his name – or write PBUH).</p>	<p>Advent and Christmas assembly Lent and Easter Assembly Mother's Day Assembly Hanukkah Assembly Rosh Hashanah Assembly Ramadan and Eid Assembly Holi Assembly Chinese New Year Assembly Diwali Assembly</p> <p>Church visit</p>
<p>Year 2</p>	<p>1.3 Why does Christmas matter to Christians? 1.4 What is the "good news" Christians believe Jesus brings? 1.7 Who is Jewish and how do they live? 1.8 What makes some places sacred to believers? 1.10 What does it mean to belong to a faith community?</p>	<p>Give examples of ways in which believers put their beliefs into action.e.g. Through thanking, celebrating, reflection, prayer.</p> <p>Specific religious examples:</p> <p>Christianity - singing hymns.</p> <p>Judaism - through talking and remembering their past in family dinners.</p> <p>Distinguish between key features of different faiths</p> <p>Recognise similarities and differences between faiths.</p>	<p>Give examples of how stories show what people believe (e.g. the meaning behind a festival).</p> <p>Christianity - Easter - Jesus died to save Christians,</p> <p>Judaism - Hanukkah - the miracle of the oil lamp being lit for 8 days. Jews celebrate and remember God on a Friday evening.</p> <p>Understanding that key religious stories tell people how to live their lives.</p> <p>To know where in the world Judaism originates from.</p>	<p>Vocabulary Christianity – Advent – time leading up to Christmas, Incarnation – God in the flesh (Jesus), Gabriel, Mary, nativity – Christmas story. Gospel – accounts from disciples about the "good news" Jesus brought, forgiveness, peace. Sacred places – sacred, holy, respect, cleanliness, worship, symbols, Church: cross, candles, altar, font, lectern. Synagogue: ark – decorative cabinet that contains the Torah, Ner Tamid – lamp that is burnt near ark, Torah – holy book of Judaism, scroll, kippah – skull cap worn by men.</p>	<p>Advent and Christmas assembly Lent and Easter Assembly Mother's Day Assembly Hanukkah Assembly Rosh Hashanah Assembly Ramadan and Eid Assembly Holi Assembly Chinese New Year Assembly Diwali Assembly</p> <p>Insight Christmas Experience.</p>
<p>At the end of KS1 children should know:</p>	<ul style="list-style-type: none"> - Jesus died to save Christians and how this affects the way Christians live their lives. - Hanukkah is celebrated to mark a miracle for Jews (oil in the lamp which was meant to last one day but lasted eight days). - To understand the reasons why Muslims might fast in Ramadan (devotion, overcoming temptations, unity, understanding those less fortunate). 				

	- To know where in the world Christianity, Judaism and Islam originate from and to begin to make connections between them.				
Year 3	<p>L2.1 What do Christians learn from the creation story? L2.3 What is the "Trinity" and why is it important for Christians? L2.5 Why do Christians call the day Jesus dies "Good Friday"? L2.7 What do Hindus believe God is like? L2.8 What does it mean to be Hindu in Britain today? L2.11 How and why do people mark significant events of life? (across religions/non religions)</p>	<p>Make simple links between stories, teachings and concepts studied and how people live, individually and in communities.</p> <p>E.g. The creation story teaches Christians to be caretakers of the world.</p> <p>E.g. in Hinduism the Diwali story teaches Hindus to overcome temptations.</p> <p>Identify and express matters of deep concern by a variety of means, not only through words. E.g art, drama, music.</p>	<p>Identify and describe the core beliefs and concepts studied.</p> <p>In Christianity, the creation story and the belief of the holy Trinity. In Hinduism the Trimurti and the cycle of birth, death and rebirth.</p> <p>To know where in the world Hinduism originates from.</p> <p>To know the Hindu creation story.</p>	<p>Vocabulary Christianity – creation, Genesis, the Fall, trinity, father, son, holy spirit, Gospel – life and teachings of Jesus, baptism, salvation – save/rescue, Holy Week Hinduism – Aum – Hindus believe this is the first sound created by the universe, Brahman (God) Hindus believe his spirit is in everything, Trimurti – made up of gods – Brahma (creator), Vishnu (preserver) and Shiva (destroyer), puja – worship, atman – inner self Hindus believe everyone's atman is made up of a part of Brahman, Rama, Sita, Diwali, dharma – way of life Significant events – tradition, milestones, commitment, community, belonging, baptism – admission into the church, sacred thread ceremony – confirmation ceremony for boys to show they can take on religious responsibility. The 3 strands of thread represent purity of thought, actions and words, bar/bat mitzvah – ceremonies that mark boys and girls becoming responsible to live according to Jewish law.</p>	<p>Advent and Christmas assembly Lent and Easter Assembly Mother's Day Assembly Hanukkah Assembly Rosh Hashanah Assembly Ramadan and Eid Assembly Holi Assembly Chinese New Year Assembly Diwali Assembly</p> <p>Temple visit.</p>
Year 4	<p>L2.2 What is it like to follow God? L2.4 What kind of world did Jesus want? L2.6 For Christians, what was the impact of Pentecost? L2.9 How do festivals and worship show what matters to Muslims? L2.10 How do festivals and family life show what matters to Jewish people? L2.12 How and why do people try to make the world a better place? (across religions/non religions)</p>	<p>Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live.</p> <p>E.g. How would 5 times a day prayers in Islam help Muslims?</p> <p>Identify some differences in how people put their beliefs into action.</p> <p>E.g. In Christianity, looking at different beliefs/worship in</p>	<p>Make clear links between texts/sources of authority and the key concepts studied.</p> <p>E.g. how stories from religious texts teach values such as saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today,</p> <p>To know the story of Ramadan and why it is important for Muslims.</p> <p>To know the story of Passover and why it is important to Jewish people.</p>	<p>Vocabulary Christianity - old testament, new testament, covenant – making a pact/agreement/promise. Gospel – good news. Pentecost - the Christian festival celebrating the descent of the Holy Spirit on the disciples of Jesus after his Ascension held on the seventh Sunday after Easter, holy spirit Kingdom of God - the spiritual realm over which God reigns as king. Islam – 5 pillars of Islam, ibadah – worship, surah – chapter, tawhid – oneness of god, Ramadan – month of fasting, night of power – falls within the last 10 days of Ramadan and marks the revelation of the Qur'an. Eid-ul-Fitr – celebration at the end of Ramadan. Judaism – Shabbat –</p>	<p>Advent and Christmas assembly Lent and Easter Assembly Mother's Day Assembly Hanukkah Assembly Rosh Hashanah Assembly Ramadan and Eid Assembly Holi Assembly Chinese New Year Assembly Diwali Assembly</p> <p>Mosque visit.</p>

		different denominations.		Sabbath, Jewish day of rest. Rosh Hashanah – Jewish New Year. Yom Kippur – holiest day of the year in Judaism, day of repentance. Pesach (Passover) – celebration of Jews being led out of Egypt by Moses.	
At the end of LKS2 children should know:	<ul style="list-style-type: none"> - How the Diwali story teaches Hindus to overcome temptations. - To know what the holy trinity means for Christians (father, son, holy spirit). - To know the creation story in Christianity and Hinduism and make links between the Trinity and Trimurti. - To know the Ramadan and Passover stories and what the stories mean to Muslims and Jews as well as the impact it has on their lives. 				
Year 5	<p>U2.1 What does it mean if Christians believe God to be holy and loving?</p> <p>U2.3 Why do Christians believe Jesus was the Messiah?</p> <p>U2.7 Why do Hindus want to be good?</p> <p>U2.8. What does it mean to be a Muslim in Britain today?</p> <p>U2.11 Why do some people believe in God and some not?</p> <p>U2.12 How does faith help people when life gets hard? (across religions and non religions)</p>	<p>Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists).</p> <p>E.g. Some atheists believe that scientists have better solutions with evidence for the existence of the universe rather than it was created by God.</p>	<p>Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts.</p> <p>E.g. In Hinduism, dharma, karma, samsara and moksha inform Hindus of how to live their lives.</p> <p>To know the Muslim story of Hajj.</p>	<p>Vocabulary Christianity – holy, loving, glory, holiness, kingdom of God, incarnation – God in flesh, messiah – saviour of mankind, trinity. Hinduism – karma – past actions affecting people negatively or positively, dharma – religious/moral duty, samsara – cycle of death and rebirth, moksha – release from the cycle of rebirth. Islam – 5 pillars of Islam – shahadah – belief in God and messenger, salat – prayer, sawm – fasting, zakat – giving charity, hajj- pilgrimage. Eid-ul-Adha – festival at the end of hajj. Belief and Faith – theist – belief in god or gods, atheist gods – disbelief in god, agnostic – person who thinks it is impossible to know of the existence of god. Prayer, guidance, community, celebration, suffering, bereavement, memories, achievements.</p>	<p>Advent and Christmas assembly Lent and Easter Assembly Mother's Day Assembly Hanukkah Assembly Rosh Hashanah Assembly Ramadan and Eid Assembly Holi Assembly Chinese New Year Assembly Diwali Assembly</p> <p>Insight Easter experience. Humanist community visit.</p>
Year 6	<p>U2.2 Creation and science: conflicting or complementary?</p> <p>U2.4 How do Christians decide how to live? "What would Jesus do?"</p> <p>U2.5 What do Christians believe Jesus did to "save" people?</p> <p>U2.6 For Christians, what kind of king was Jesus?</p>	<p>Reflect on and articulate lessons people might gain from the beliefs/ practices studied.</p> <p>Being able to express their own responses about beliefs and recognising that others may think differently in a respectful</p>	<p>Give meanings for texts/ sources of authority studied, comparing these ideas with ways in which believers interpret texts/ sources of authority.</p> <p>Being able to understand that people make choices in their beliefs in different ways. Some people may only rely on</p>	<p>Vocabulary Christianity – creation, creator, Genesis, message, cosmology, prayer, justice, illness, healing, turning enemies into friends, good news, salvation, sacrifice, holy communion, Passover, body, blood, martyr, kingdom of God – where God rules, in people's hearts and minds, serving others. Judaism – Torah, God written as G-d as a sign of respect,</p>	<p>Advent and Christmas assembly Lent and Easter Assembly Mother's Day Assembly Hanukkah Assembly Rosh Hashanah Assembly Ramadan and Eid Assembly Holi Assembly Chinese New Year Assembly Diwali Assembly</p> <p>Synagogue visit.</p>

	<p>U2.9 Why is the Torah so important to Jewish people? U2.10 What matters the most to Humanists, Christians? (other religions can also be included)</p>	<p>manner.</p>	<p>sources of authority such as religious texts or founders of the faith. Whilst others make choices based on personal experience and their upbringing.</p> <p>E.g. the differences in beliefs about the Torah Orthodox Jews have in comparison to Reform Jews.</p>	<p>Shema – prayer: central to morning and evening prayer. Mezuzah – case hung outside doors with a prayer inside, Siddur – daily prayer book, Shabbat – Sabbath, Jewish day of rest. Rosh Hashanah – Jewish New Year, kosher – the way food is prepared according to Jewish law, synagogue – Jewish place of worship.</p>	
<p>At the end UKS2 children should know:</p>	<ul style="list-style-type: none"> - To know the difference between theism, atheism and agnosticism and ask questions about beliefs. - To know, compare and challenge ideas about life and death in religions and non-religions. - To know the story of Hajj and the relevance it has on Muslim pilgrimage. - To be able to discuss and reflect on why some people believe in God and others don't in a respectful way. 				