



Progression in Knowledge/Skills in RE

EYFS	3 & 4-year-olds will be learning to:	Children in Reception will be learning to:	ELG
PSED	<ul style="list-style-type: none"> Develop their sense of responsibility and membership of a community. 	<ul style="list-style-type: none"> See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. 	<u>Building Relationships</u> <ul style="list-style-type: none"> Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.
Understanding the World	<ul style="list-style-type: none"> Begin to understand the need to respect and care for the natural environment and all living things. Continue developing positive attitudes about the differences between people. 	<ul style="list-style-type: none"> Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. 	<u>People Culture and Communities</u> <ul style="list-style-type: none"> Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

	Key Document: Understanding Christianity					Key document: Lincolnshire Agreed Syllabus	
	Christianity Strands					World Faiths Strands	
	God	Creation	Incarnation	Salvation	Kingdom of God	Hinduism	Islam
Year 1	<p>Christians believe in God, and they found out about him in the Bible.</p> <p>Identify what a parable is.</p> <p>Tell the story of the Lost Son from the Bible and recognise the concept of God as a forgiving father.</p>	<p>Retell the story of Genesis simply.</p> <p>Recognise that 'creation' is the beginning of the 'big story' of the Bible.</p> <p>Say what the story tells Christians about God, Creation and the world.</p> <p>Give at least one example of what Christians do to say</p>				<p>Hinduism is not taught as a specific strand in KS1 but pupils will have encountered it through the additional units – 'Places of Worship' and 'Why do religious people think it is important to say thank you'.</p> <p>Know at least one important thing Hindus believe.</p>	<p>Years 1 and 2 do two units on Islam.</p> <p>Explain how Allah is described in the Qur'an.</p> <p>Be familiar with some of the 99 names of Allah. Understand that Muslims learn about their faith through the Qur'an.</p>

	<p>Give clear accounts of what this story means to Christians.</p> <p>Give examples of how Christians show God is loving and holy.</p> <p>Christians worship God and try to live in ways that please him.</p>	<p>thank you to God for the Creation</p> <p>Think, talk and ask questions about living in an amazing world.</p>				<p>Name some important parts of a Hindu mandir.</p> <p>Talk about examples of Hindu art.</p>	<p>Understand why the Qur'an is special and that it is the revealed book for Muslims.</p> <p>Be familiar with some of the stories that help Muslims understand the power of Allah</p> <p>Understand what Muslims do to express their beliefs.</p> <p>Understand what Ibadah is (worship and belief in action).</p> <p>Understand about Islamic worship in the home.</p> <p>Explain which celebrations are important to Muslims (Eid-ul-fitr and Eid- ul- Adha).</p>
Year 2			<p>Give a clear account of the story of Jesus' birth and why Jesus is important for Christians.</p> <p>Recognise that stories of Jesus' life come from the Gospels.</p> <p>Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas.</p> <p>Decide what they personally have to be thankful for at Christmas time.</p>	<p>Recognise that incarnation and salvation are part of a 'big story' of the Bible.</p> <p>Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of salvation.</p> <p>Recognise that Jesus gives instructions about how to behave.</p> <p>Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter.</p>		<p>Explore why Holi is important to Hindus and how this links to giving thanks.</p>	<p>Understand the importance of faith in everyday life.</p> <p>Understand the importance of supporting/serving others.</p> <p>Understand stories about Muhammad and the other prophets and how the Muslim faith can be seen through them.</p> <p>Understand what Muslims do to celebrate birth.</p> <p>Explain that Muslims see the birth of a baby as a blessing. Understand the aqiqah ceremony.</p> <p>Explain that the call to prayer (Adhaan) is whispered into the baby's ear and why.</p>

				Think, talk and ask questions about whether the story of Easter has anything to say to them about sadness, hope or heaven, exploring different ideas.			Understand why the head is shaved and the hair weighed.
Year 3		<p>Place the concepts of God and Creation on a timeline of the Bible's 'Big story'</p> <p>Make clear links between Genesis 1 and what Christians believe about God and Creation</p> <p>Describe what Christians do because they believe God is Creator.</p> <p>Ask questions and suggest answers about what might be important in the creation story for Christians living today, and for people who are not Christians.</p>	<p>Identify the difference between a 'Gospel' which tells the story of the life and teaching of Jesus and a letter.</p> <p>Offer suggestions about what texts about baptism and Trinity might mean.</p> <p>Give examples of what these texts mean to some Christians today.</p> <p>Describe how Christians show their beliefs about God the Trinity in worship and in the way they live.</p> <p>Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what the God of Christianity is like.</p>	<p>Order Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible's 'big Story'.</p> <p>Offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean.</p> <p>Give examples of what the texts studied mean to some Christians.</p> <p>Make simple links between the Gospel texts and how Christians mark the Easter events in their church communities.</p> <p>Describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship.</p> <p>Make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly.</p>		<p>Recall some main facts about Hinduism.</p> <p>Compare elements of Hinduism with their own beliefs.</p> <p>Understand that Hindus believe there is one God who takes many forms.</p> <p>Say who Krishna was.</p> <p>Discuss the themes and messages in two Hindu stories.</p> <p>Relate the messages taught in these stories to their own lives.</p> <p>Recall events and themes in the story of Ajamil.</p> <p>Say what the Hindu teachings on truth is.</p> <p>Understand about dharma.</p> <p>Recall a story from the Bhagavad Gita that demonstrates dharma. Understand that to go against one's dharma is seen as wrong.</p>	<p>Understand what Tawhid means oneness.</p> <p>Understand what the Five Pillars of Islam are.</p> <p>Understand that they consolidate the Muslim community and keep them on the straight path.</p> <p>Identify the key features of a mosque and how this reflects what people believe about God.</p> <p>Understand that masjid means place of prostration and prayer. Understand how art is an expression of faith</p>

						Explain some of the Hindu symbols and what they represent.	
Year 4	<p>Make clear links between the story of Noah and the idea of a covenant.</p> <p>Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony.</p> <p>Make links between the story of Noah and how we live in school and the wider world.</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>Make clear links between the story of the Day of Pentecost and Christian belief about the Kingdom of God on Earth.</p> <p>Offer suggestions about what the description of Pentecost in Acts 2 might mean.</p> <p>Give examples of what Pentecost means to some Christians now.</p> <p>Make simple links between the description of the Day of Pentecost in Acts 2, the Holy Spirit and the Kingdom of God, and how Christians live their whole lives and in their church communities.</p> <p>Make links between ideas about the Kingdom of God explored in the Bible and what people believe about following God in the world today, expressing some of their own ideas.</p>	<p>Understand that worship is important to Hindus.</p> <p>Understand that worship can be done in the home or mandir.</p> <p>Understand that worship can be both personal and collective.</p> <p>Understand the importance of the artefacts linked to worship.</p> <p>Explain the importance of 3 Hindu festivals and how they build a sense of community</p> <p>Understand the importance of Roksha Bandan.</p> <p>Understand why Hindus go on pilgrimages.</p>	<p>Explain how the mosque is central to Muslim communities.</p> <p>Understand what the term community means.</p> <p>Understand how fasting unites the Muslim community during Ramadan.</p> <p>Understand the concept of Ummah.</p> <p>Understand how the Hajj is a great symbol of ummah.</p> <p>Understand the importance of prayer and how it unifies all Muslims.</p> <p>Understand how families prepare for Eid.</p>
Year 5			<p>Explain the place of Incarnation and Messiah within the 'big story' of the Bible.</p> <p>Identify Gospel and prophecy texts, using technical vocabulary.</p>	<p>Outline the timeline of the 'big story' of the Bible, explaining how incarnation and salvation fit within it.</p> <p>Explain what Christians mean when</p>		<p>Understand how Hindus view God.</p> <p>Understand that there are many names/murti within Hinduism that represent elements of God.</p>	<p>Understand how the 5 Pillars of Islam keep Muslims on the straight path.</p> <p>Understand about living in a Muslim family.</p>

			<p>Explain connections between biblical texts, incarnation, and Messiah, using theological terms.</p> <p>Show how Christians put their beliefs about Jesus' incarnation into practice in different ways in celebrating Christmas.</p> <p>Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible. Weigh up how far the idea that Jesus is the Messiah – a saviour from God- is important in the world today and if it is true, what difference that might make in people's lives.</p>	<p>they say that Jesus' death was a sacrifice, using theological terms.</p> <p>Suggest meanings for narratives of Jesus' death/resurrection comparing their ideas with ways in which Christians interpret these texts.</p> <p>Make clear connections between Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper.</p> <p>Show how Christians put their beliefs into practice.</p> <p>Weigh up the value and impact of ideas of sacrifice in their own lives and the world today.</p>		<p>Understand that Hindus show devotion to Brahman on a daily basis.</p> <p>Understand puja in the home.</p> <p>Understand the importance of the aarti flame.</p> <p>Understand that dharma is a moral code/ a way of life for Hindus.</p> <p>Understand that karma means every action has a consequence.</p> <p>Understand that Hindus believe in samsara/reincarnation.</p> <p>Understand that Hindus try to live in such a way that eventually they are released from samsara and achieve moksha.</p>	<p>Understand what Hadith is and why it is important.</p> <p>Find out about Islamic charities and the impact they have.</p> <p>Find out about inspirational Muslims and how they combine fame/being Muslim.</p>
Year 6		<p>Outline the importance of Creation on the timeline of the 'big story' of the Bible.</p> <p>Identify what type of text some Christians say Genesis 1 and its purpose.</p> <p>Taking account of the context, suggest what Genesis 1 might mean and compare their ideas with ways in which</p>		<p>Outline the timeline of the 'big story' of the Bible, explaining the place within it of the ideas of Incarnation and Salvation.</p> <p>Suggest meanings for resurrection accounts, and compare their ideas with ways in which Christians interpret these texts, showing awareness of the centrality of the</p>		<p>Suggest why some people see life as a journey and identify some of the key milestones on this journey.</p> <p>Understand that Hindus believe in reincarnation.</p> <p>Understand that Hindus see life as a cycle consisting of 16 samskaras.</p>	<p>Understand why names/meaning of names are important within Islam.</p> <p>Understand the Islamic birth rituals.</p> <p>Understand the role of the madrasah.</p> <p>Understand what a Hafez is and why this is a valued skill.</p>

		<p>Christians interpret it, showing awareness of different interpretations.</p> <p>Make clear connections between Genesis 1 and Christian belief about God as Creator.</p> <p>Show understanding of why many Christians find science and faith go together.</p> <p>Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses.</p> <p>Weigh up how far Genesis 1 creation narration is in conflict, or is complementary with a scientific account.</p>		<p>Christian belief of resurrection.</p> <p>Explain connections between Luke 24 and the Christian concept of Sacrifice, Resurrection, Salvation, Incarnation and Hope, using theological terms.</p> <p>Make clear connections between Christian belief in the Resurrection and how Christians worship on Good Friday and Easter Sunday.</p> <p>Show how Christians put their beliefs into practice in different ways.</p> <p>Explain why some people find belief in the Resurrection makes sense and inspires them.</p> <p>Offer and justify their own responses as to what difference belief in the Resurrection might make to how people respond to challenges and problems in the world today.</p>		<p>Understand how Hindus welcome a baby into a family.</p> <p>Name some of the samskaras linked to the birth and welcoming of a baby.</p> <p>Say why these milestones are important to Hindus and how they mark important events in life.</p> <p>Explain what happens during the sacred thread ceremony</p> <p>Understand some Hindu rites of passage</p>	
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Each year group also covers an additional unit from the Lincolnshire Agreed Syllabus linked to a theme e.g. places of worship, thankfulness, forgiveness, pilgrimages or art in religion which will also link in to

Hinduism/Islam but also other world belief systems. These are usually completed over two terms e.g. Spring Term.