Knowledge Progression in RE at Foundation Stage (Christianity)

	Expectation for Nursery		Expectations for Reception			ELG
Shaded = Knowledge	Understands and joins in with own family customs and beliefs	Understands that other people may believe and celebrate different customs and beliefs	Continue to develop positive attitudes about the differences between people.	Recognise that people have different beliefs and celebrate special times in different ways.	Understand that some places are special to members of their community	**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.**

Knowledge Progression in RE (Christianity)

	God	Creation/Fall	Incarnation	Gospel	Salvation	People of God	Kingdom of God
EYFS	• Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world • Retell stories, talking about what they say about the world, God, human beings • Think about the wonders of the natural world, expressing ideas and feelings • Say how and when Christians like to thank their Creator • Talk about what people do to mess up the world and what they do to look after it. *COLOUR KEY* **Make Sense of Beliefs** **Understanding Impact** **Making Connections**		• Talk about people who are special to them • Say what makes their family and friends special to them • Recall simply what happens at a traditional Christian festival (Christmas) • Begin to recognise the word 'incarnation' as describing the belief that God came to Earth as Jesus • Retell religious stories, making connections with personal experiences.		• Recognise and retell stories connected with celebration of Easter • Say why Easter is a special time for Christians • Talk about ideas of new life in nature • Recognise some symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs, etc., and make connections with signs of new life in nature • Talk about some ways Christians remember these stories at Easter.		

KS1	• Identify what a parable is • Tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father • Give clear, simple accounts of what the story means to Christians • Give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying sorry, by seeing God as welcoming them back; by forgiving others) • Give an example of how Christians put their beliefs into practice in worship (e.g. by saying sorry to God) • Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas • Give a reason for the ideas they have and the connections they make.	• Retell the story of creation from Genesis 1:1–2:3 simply • Recognise that 'Creation' is the beginning of the 'big story' of the Bible • Say what the story tells Christians about God, Creation and the world • Give at least one example of what Christians do to say 'thank you' to God for Creation • Think, talk and ask questions about living in an amazing world • Give a reason for the ideas they have and the connections they make between the Jewish/Christian Creation story and the world they live in.	• Recognise that stories of Jesus' life come from the Gospels • Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians • Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas • Think, talk and ask questions about Christmas for people who are Christians and for people who are not • Decide what they personally have to be thankful for, giving a reason for their ideas.	• Tell stories from the Bible and recognise a link with the concept of 'Gospel' or 'good news' • Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians • Recognise that Jesus gives instructions to people about how to behave • Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless • Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession) • Think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn about how to live, giving a good reason for their ideas.	• Recognise that Incarnation and Salvation are part of a 'big story' of the Bible • Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people) • Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter • Think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas.		
LKS2	**Crosses over into Incarnation Unit**	• Place the concepts of God and Creation on a timeline of the Bible's 'big story' • Make clear links between Genesis 1 and what Christians believe about God and Creation • Recognise that the story of 'the Fall' in Genesis 3 gives	• Recognise what a 'Gospel' is and give an example of the kinds of stories it contains • Offer suggestions about what texts about baptism and Trinity mean • Give examples of what these texts mean to some Christians today • Describe how Christians	• Identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus • Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people' • Suggest ideas and then	• Recognise the word 'Salvation', and that Christians believe Jesus came to 'save' or 'rescue' people, e.g. by showing them how to live • Offer informed suggestions about what the events of Holy Week mean to Christians • Give examples of what	• Make clear links between the story of Noah and the idea of covenant • Understand the impact: • Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony • Make links between the	• Make clear links between the story of Pentecost and Christian beliefs about the 'kingdom of God' on Earth • Offer informed suggestions about what the events of Pentecost in Acts 2 might mean • Give examples of what Pentecost means to some Christians now

		an explanation of why things go wrong in the world • Describe what Christians do because they believe God is Creator (e.g. follow God, wonder at how amazing God's creation is; care for the Earth – some specific ways) • Describe how and why Christians might pray to God, say sorry and ask for forgiveness • Ask questions and suggest answers about what might be important in the Creation story for Christians and for non-Christians living today.	show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for example) and in the way they live • Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe God is like.	find out about what Jesus' actions towards outcasts mean for a Christian • Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways • Make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for their ideas.	Christians say about the importance of the events of Holy Week • Make simple links between the Gospel accounts and how Christians mark the Easter events in their communities • Describe how Christians show their beliefs about Jesus in worship in different ways • Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday', giving good reasons for their suggestions.	story of Noah and how we live in school and the wider world.	• Make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the kingdom of God, and how Christians live now • Describe how Christians show their beliefs about the Holy Spirit in worship • Make links between ideas about the kingdom of God in the Bible and what people believe about following God today, giving good reasons for their ideas.
UKS2	• Identify some different types of biblical texts, using technical terms accurately • Explain connections between biblical texts and Christian ideas of God, using theological terms • Make clear connections between Bible texts studied and what Christians believe about God; for example, through how cathedrals are designed • Show how Christians put their beliefs into practice in worship • Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own.	• Identify what type of text some Christians say Genesis 1 is, and its purpose • Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations • Make clear connections between Genesis 1 and Christian belief about God as Creator • Show understanding of why many Christians find science and faith go together • Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or	• Explain the place of Incarnation and Messiah within the 'big story' of the Bible • Identify Gospel and prophecy texts, using technical terms • Explain connections between biblical texts, Incarnation and Messiah, using theological terms • Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas • 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 of Jesus as the 'Messiah' – a Saviour from God – is important in the world today	• Identify features of Gospel texts (for example, teachings, parable, narrative) • Taking account of the context, suggest meanings of Gospel texts studied, and compare their own ideas with ways in which Christians interpret biblical texts • Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives • Make connections between Christian teachings (e.g. about peace, forgiveness, healing) and the issues, problems and opportunities in the world today, including their own lives	• Outline the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it • Explain what Christians mean when they say that Jesus' death was a sacrifice • Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper • Show how Christians put their beliefs into practice in different ways • Weigh up the value and impact of ideas of sacrifice in their own lives and the world today • Articulate their own responses to the idea of sacrifice, recognising different points of view.		• Explain connections between biblical texts and the concept of the kingdom of God • Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations • Make clear connections between belief in the kingdom of God and how Christians put their beliefs into practice • Show how Christians put their beliefs into practice in different ways • Relate the Christian 'kingdom of God' model (i.e. loving others, serving the needy) to issues, problems and opportunities in the world today • Articulate their own

		inspiring, justifying their responses • Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account, giving good reasons for their views.	and, if it is true, what difference that might make in people's lives, giving good reasons for their answers.	• Articulate their own responses to the issues studied, recognising different points of view.			responses to the idea of the importance of love and service in the world today.

Knowledge Progression in Religious Education (Other Religions)

	Judaism	Islam	Hinduism	
KS1	**Make Sense of Belief:** • Recognise the words of the Shema as a Jewish prayer • Re-tell simply some stories used in Jewish celebrations (e.g. Chanukah) • Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like. **Understand the Impact:** • Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah) • Make links between Jewish ideas of God found in the stories and how people live • Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat) **Make Connections:** • Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas • Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too.	**Make Sense of Belief:** • Recognise the words of the Shahadah and that it is very important for Muslims • 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 • Give examples of how stories about the Prophet show what Muslims believe about Muhammad. **Understand the Impact:** • Give examples of how Muslims use the Shahadah to show what matters to them • Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan) • Give examples of how Muslims put their beliefs about prayer into action. **Make Connections:** • Think, talk about and ask questions about Muslim beliefs and ways of living • Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas • Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too.		
LKS2	**Make Sense of Belief:** • Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean. • Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people • Offer informed suggestions about the meaning of the Exodus story for Jews today. **Understand the Impact:** • 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) • Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities **Make Connections:**	**Make Sense of Belief:** • Identify some beliefs about God in Islam, expressed in Surah 1. • Make clear links between beliefs about God and ibadah (e.g. how God is worth worshipping; how Muslims submit to God) **Understand the Impact:** • Give examples of ibadah (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve. • Make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque) **Make Connections:** • 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. • Make links between the Muslim idea of living in harmony with	**Make Sense of Belief:** • Identify some Hindu deities and say how they help Hindus describe God • Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God • Offer informed suggestions about what Hindu murtis express about God **Understand the Impact:** • Make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshipping at a Home Shrine; celebrating Diwali) • Identify some different ways in which Hindus worship	**Make Sense of Belief:** • 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) **Understand the Impact:** • Describe how Hindus show their faith within their families in Britain today (e.g. home puja) • 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) • Identify some different ways in which

	• Raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future. • 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	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.	Make Connections: • Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today • Make links between the Hindu idea of everyone having a 'spark' of God in them and ideas about the value of people in the world today, giving good reasons for their ideas	Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India) Make Connections: • 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.
UKS2	**Make Sense of Belief:** • Identify and explain Jewish beliefs about God • Give examples of some texts that say what God is like and explain how Jewish people interpret them **Understand the Impact:** • Make clear connections between Jewish beliefs about the Torah and how Jews use and treat it • Make clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws) • Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between Orthodox and Progressive Jewish practice) Make Connections: • Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today • 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.	**Make Sense of Belief:** • 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) • Describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on Five Pillars; Hajj practices follow example of the Prophet) **Understand the Impact:** • Make clear connections between Muslim beliefs and ibadah (e.g. Five Pillars, festivals, mosques, art) • Give evidence and examples to show how Muslims put their beliefs into practice in different ways Make Connections: • Make connections between Muslim beliefs studied and Muslim ways of living in Britain/your region today • 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 Muslim in Britain today, giving good reasons for their views.	**Make Sense of Belief:** • Identify and explain Hindu beliefs, e.g. dharma, karma, samsara, moksha, using technical terms accurately • Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha, etc. **Understand the Impact:** • Make clear connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live • Connect the four Hindu aims of life and the four stages of life with beliefs about dharma, karma, moksha, etc. • Give evidence and examples to show how Hindus put their beliefs into practice in different ways Make Connections: • Make connections between Hindu beliefs studied (e.g. karma and dharma), and explain how and why they are important to Hindus • Reflect on and articulate what impact belief in karma and dharma might have on individuals and the world, recognising different points of view.	

Knowledge Progression in Religious Education at Foundation Stage (Thematic)

Shaded = Knowledge	Expectation for Nursery		Expectations for Reception			ELG
	Understands and joins in with own family customs and beliefs	Understands that other people may believe and celebrate different customs and beliefs	Continue to develop positive attitudes about the differences between people.	Recognise that people have different beliefs and celebrate special times in different ways.	Understand that some places are special to members of their community	**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.**

EYFS Thematic Units	Being Special	Special Places	Special Stories
	• Retell religious stories making connections with personal experiences • Share and record occasions when things have happened in their lives that made them feel special • Recall simply what happens at a traditional Christian infant baptism and dedication • Recall simply what happens when a baby is welcomed into a religion other than Christianity.	• 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 • Begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God • Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church • Express a personal response to the natural world.	• Talk about some religious stories • Recognise some religious words, e.g. about God • Identify some of their own feelings in the stories they hear • Identify a sacred text e.g. Bible, Torah • 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 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.

KS1 Thematic Units	The World and Others	Belonging	Sacred Places
	Make Sense of Belief: • Identify a story or text that says something about each person being unique and valuable • Give an example of a key belief some people find in one of these stories (e.g. that God loves all people) • Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world **Understand the Impact:** • Give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories • Give examples of how Christians and Jews can show care for the natural earth • Say why Christians and Jews might look after the natural world Make Connections: • Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world • Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world.	**Make Sense of Belief:** • Recognise that loving others is important in lots of communities • Say simply what Jesus and one other religious leader taught about loving other people **Understand the Impact:** • Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean • Identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious) Make Connections: • Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences • Talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas.	**Make Sense of Belief:** • Recognise that there are special places where people go to worship, and talk about what people do there • Identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean • Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship **Understand the Impact:** • Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues that show what people believe • Give simple examples of how people worship at a church, mosque or synagogue • Talk about why some people like to belong to a sacred building or a community. Make Connections: • Think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas • Talk about what makes some places special to people, and what the difference is between religious and non-religious special places

LKS2 Thematic Units	Stages of Life	Making the World Better
	Make Sense of Belief: • 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) **Understand the Impact:** • Describe how Hindus show their faith within their families in Britain today (e.g. home puja) • 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) • Identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India) Make Connections: • 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.	**Make Sense of Belief:** • Identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin). • Make links between religious beliefs and teachings and why people try to live and make the world a better place. **Understand the Impact:** • Make simple links between teachings about how to live and ways in which people try to make the world a better place (e.g. tikkun olam and the charity Tzedek) • Describe some examples of how people try to live (e.g. individuals and organisations) • Identify some differences in how people put their beliefs into action Make Connections: • Raise questions and suggest answers about why the world is not always a good place, and what are the best ways of making it better • Make links between some commands for living from religious traditions, non-religious worldviews and pupils' own ideas • Express their own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for their views

UKS2 Thematic Units	Humanists & Christians	Why believe in God?	Faith when life gets hard
	Make Sense of Belief: • Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist) • Make links with sources of authority that tell people how to be good (e.g. Christian ideas of 'being made in the image of God' but 'fallen', and Humanists saying people can be 'good without God') **Understand the Impact:** • Make clear connections between Christian and Humanist ideas about being good and how people live • Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view **Make Connections:** • Raise important questions and suggest answers about how and why people should be good • Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views.	**Make Sense of Belief:** • Define the terms 'theist', 'atheist' and 'agnostic' and give examples of statements that reflect these beliefs • Identify and explain what religious and non-religious people believe about God, saying where they get their ideas from • Give examples of reasons why people do or do not believe in God **Understand the Impact:** • Make clear connections between what people believe about God and the impact of this belief on how they live • Give evidence and examples to show how Christians sometimes disagree about what God is like (e.g. some differences in interpreting Genesis) Make Connections: • Reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging • Consider and weigh up different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not • Make connections between belief and behaviour in their own lives, in the light of their learning.	**Make Sense of Belief:** • Describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life • Identify beliefs about life after death in at least two religious traditions, comparing and explaining for similarities and differences. **Understand the Impact:** • Make clear connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement) • Use evidence and examples to show how beliefs about resurrection/judgement/ heaven/ karma/ reincarnation make a difference to how someone lives. Make Connections: • Reflect on a range of artistic expressions of afterlife, articulating and explaining different ways of understanding these • Offer a reasoned response to the unit question, with evidence and example, expressing insights of their own.