

# Knowledge Progression in Religious Education at Foundation Stage (Thematic)

<div>Shaded = Knowledge</div>	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	<b>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.</b>
EYFS Thematic Units	Being Special		Special Places		Special Stories	
	<p><b>Make Sense of Belief:</b></p> <ul style="list-style-type: none"> <li>Retell religious stories making connections with personal experiences</li> </ul> <p><b>Understand the Impact:</b></p> <ul style="list-style-type: none"> <li>Recall simply what happens at a traditional Christian infant baptism and dedication.</li> <li>Recall simply what happens when a baby is welcomed into a religion other than Christianity.</li> </ul> <p><b>Make Connections:</b></p> <ul style="list-style-type: none"> <li>Re-tell religious stories making connections with personal experiences</li> <li>Share and record occasions when things have happened in their lives that made them feel special</li> </ul>		<p><b>Make Sense of Belief:</b></p> <ul style="list-style-type: none"> <li>Begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God</li> </ul> <p><b>Understand the Impact:</b></p> <ul style="list-style-type: none"> <li>Recognise that some religious people have places which have special meaning for them</li> <li>Talk about the things that are special and valued in a place of worship</li> </ul> <p><b>Make Connections:</b></p> <ul style="list-style-type: none"> <li>Talk about somewhere that is special to themselves, saying why</li> <li>Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church (or other place of worship)</li> <li>Express a personal response to the natural world.</li> </ul>		<p><b>Make Sense of Belief:</b></p> <ul style="list-style-type: none"> <li>To talk about some religious stories</li> <li>To recognise some religious words, e.g. about God</li> <li>To identify a sacred text e.g. Bible, Torah</li> </ul> <p><b>Understand the Impact:</b></p> <ul style="list-style-type: none"> <li>To talk about some of the things these stories teach believers</li> </ul> <p><b>Make Connections:</b></p> <ul style="list-style-type: none"> <li>To identify some of their own feelings in the stories they hear</li> </ul>	

# Knowledge Progression in Religious Education (Other Religions)

	Judaism	Islam	Hinduism	
KS1	<p><b>Make Sense of Belief:</b></p> <ul style="list-style-type: none"> <li>Recognise the words of the Shema as a Jewish prayer</li> <li>Re-tell simply some stories used in Jewish celebrations (e.g. Chanukah)</li> <li>Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like.</li> </ul> <p><b>Understand the Impact:</b></p> <ul style="list-style-type: none"> <li>Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah)</li> <li>Make links between Jewish ideas of God found in the stories and how people live</li> <li>Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat)</li> </ul> <p><b>Make Connections:</b></p> <ul style="list-style-type: none"> <li>Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas</li> <li>Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too.</li> </ul>	<p><b>Make Sense of Belief:</b></p> <ul style="list-style-type: none"> <li>Recognise the words of the Shahadah and that it is very important for Muslims</li> <li>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</li> <li>Give examples of how stories about the Prophet show what Muslims believe about Muhammad.</li> </ul> <p><b>Understand the Impact:</b></p> <ul style="list-style-type: none"> <li>Give examples of how Muslims use the Shahadah to show what matters to them</li> <li>Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan)</li> <li>Give examples of how Muslims put their beliefs about prayer into action.</li> </ul> <p><b>Make Connections:</b></p> <ul style="list-style-type: none"> <li>Think, talk about and ask questions about Muslim beliefs and ways of living</li> <li>Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas</li> <li>Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too.</li> </ul>		
LKS2	<p><b>Make Sense of Belief:</b></p> <ul style="list-style-type: none"> <li>Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean.</li> <li>Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people</li> <li>Offer informed suggestions about the meaning of the Exodus story for Jews today.</li> </ul> <p><b>Understand the Impact:</b></p> <ul style="list-style-type: none"> <li>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)</li> <li>Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities</li> </ul> <p><b>Make Connections:</b></p>	<p><b>Make Sense of Belief:</b></p> <ul style="list-style-type: none"> <li>Identify some beliefs about God in Islam, expressed in Surah 1.</li> <li>Make clear links between beliefs about God and ibadah (e.g. how God is worth worshipping; how Muslims submit to God)</li> </ul> <p><b>Understand the Impact:</b></p> <ul style="list-style-type: none"> <li>Give examples of ibadah (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve.</li> <li>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)</li> </ul> <p><b>Make Connections:</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul>	<p><b>Make Sense of Belief:</b></p> <ul style="list-style-type: none"> <li>Identify some Hindu deities and say how they help Hindus describe God</li> <li>Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God</li> <li>Offer informed suggestions about what Hindu murtis express about God</li> </ul> <p><b>Understand the Impact:</b></p> <ul style="list-style-type: none"> <li>Make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshipping at a Home Shrine; celebrating Diwali)</li> <li>Identify some different ways in which Hindus worship</li> </ul>	<p><b>Make Sense of Belief:</b></p> <ul style="list-style-type: none"> <li>Identify the terms dharma, Sanatan Dharma and Hinduism and say what they mean</li> <li>Make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (dharma)</li> </ul> <p><b>Understand the Impact:</b></p> <ul style="list-style-type: none"> <li>Describe how Hindus show their faith within their families in Britain today (e.g. home puja)</li> <li>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)</li> </ul>

	<ul style="list-style-type: none"><li>• 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.</li><li>• 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</li></ul>	<ul style="list-style-type: none"><li>• Make links between the Muslim idea of living in 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.</li></ul>	<p><b>Make Connections:</b></p> <ul style="list-style-type: none"><li>• Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today</li><li>• 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</li></ul>	<p>• Identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India)</p> <p><b>Make Connections:</b></p> <ul style="list-style-type: none"><li>• 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.</li></ul>
UKS2	<p><b>Make Sense of Belief:</b></p> <ul style="list-style-type: none"><li>• Identify and explain Jewish beliefs about God</li><li>• Give examples of some texts that say what God is like and explain how Jewish people interpret them</li></ul> <p><b>Understand the Impact:</b></p> <ul style="list-style-type: none"><li>• Make clear connections between Jewish beliefs about the Torah and how Jews use and treat it</li><li>• Make clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws)</li><li>• 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)</li></ul> <p><b>Make Connections:</b></p> <ul style="list-style-type: none"><li>• Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today</li><li>• 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.</li></ul>	<p><b>Make Sense of Belief:</b></p> <ul style="list-style-type: none"><li>• 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)</li><li>• 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)</li></ul> <p><b>Understand the Impact:</b></p> <ul style="list-style-type: none"><li>• Make clear connections between Muslim beliefs and ibadah (e.g. Five Pillars, festivals, mosques, art)</li><li>• Give evidence and examples to show how Muslims put their beliefs into practice in different ways</li></ul> <p><b>Make Connections:</b></p> <ul style="list-style-type: none"><li>• Make connections between Muslim beliefs studied and Muslim ways of living in Britain/your region today</li><li>• 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</li><li>• Reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views.</li></ul>	<p><b>Make Sense of Belief:</b></p> <ul style="list-style-type: none"><li>• Identify and explain Hindu beliefs, e.g. dharma, karma, samsara, moksha, using technical terms accurately</li><li>• Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha, etc.</li></ul> <p><b>Understand the Impact:</b></p> <ul style="list-style-type: none"><li>• Make clear connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live</li><li>• Connect the four Hindu aims of life and the four stages of life with beliefs about dharma, karma, moksha, etc.</li><li>• Give evidence and examples to show how Hindus put their beliefs into practice in different ways</li></ul> <p><b>Make Connections:</b></p> <ul style="list-style-type: none"><li>• Make connections between Hindu beliefs studied (e.g. karma and dharma), and explain how and why they are important to Hindus</li><li>• Reflect on and articulate what impact belief in karma and dharma might have on individuals and the world, recognising different points of view.</li></ul>	

# Knowledge Progression in Religious Education (Thematic)

	The World and Others	Belonging	Sacred Places	Stages of Life	Making the World Better	Humanists & Christians	Why believe in God?	Faith when life gets hard
KS1	<p><b>Make Sense of Belief:</b></p> <ul style="list-style-type: none"> <li>Identify a story or text that says something about each person being unique and valuable</li> <li>Give an example of a key belief some people find in one of these stories (e.g. that God loves all people)</li> <li>Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world</li> </ul> <p><b>Understand the Impact:</b></p> <ul style="list-style-type: none"> <li>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</li> <li>Give examples of how Christians and Jews can show care for the natural earth</li> <li>Say why Christians and Jews might look after the natural world</li> </ul> <p><b>Make Connections:</b></p> <ul style="list-style-type: none"> <li>Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world</li> <li>Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world.</li> </ul>	<p><b>Make Sense of Belief:</b></p> <ul style="list-style-type: none"> <li>Recognise that loving others is important in lots of communities</li> <li>Say simply what Jesus and one other religious leader taught about loving other people</li> </ul> <p><b>Understand the Impact:</b></p> <ul style="list-style-type: none"> <li>Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean</li> <li>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)</li> </ul> <p><b>Make Connections:</b></p> <ul style="list-style-type: none"> <li>Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences</li> <li>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.</li> </ul>	<p><b>Make Sense of Belief:</b></p> <ul style="list-style-type: none"> <li>Recognise that there are special places where people go to worship, and talk about what people do there</li> <li>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</li> <li>Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship</li> </ul> <p><b>Understand the Impact:</b></p> <ul style="list-style-type: none"> <li>Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues that show what people believe</li> <li>Give simple examples of how people worship at a church, mosque or synagogue</li> <li>Talk about why some people like to belong to a sacred building or a community.</li> </ul> <p><b>Make Connections:</b></p> <ul style="list-style-type: none"> <li>Think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these</li> </ul>					

			<p>questions, giving good reasons for their ideas</p> <ul style="list-style-type: none"> <li>• Talk about what makes some places special to people, and what the difference is between religious and non-religious special places</li> </ul>					
LKS2				<p><b>Make Sense of Belief:</b></p> <ul style="list-style-type: none"> <li>• Identify the terms dharma, Sanatan Dharma and Hinduism and say what they mean</li> <li>• Make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (dharma)</li> </ul> <p><b>Understand the Impact:</b></p> <ul style="list-style-type: none"> <li>• Describe how Hindus show their faith within their families in Britain today (e.g. home puja)</li> <li>• 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)</li> <li>• Identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India)</li> </ul> <p><b>Make Connections:</b></p> <ul style="list-style-type: none"> <li>• 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,</li> </ul>	<p><b>Make Sense of Belief:</b></p> <ul style="list-style-type: none"> <li>• Identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin).</li> <li>• Make links between religious beliefs and teachings and why people try to live and make the world a better place.</li> </ul> <p><b>Understand the Impact:</b></p> <ul style="list-style-type: none"> <li>• 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)</li> <li>• Describe some examples of how people try to live (e.g. individuals and organisations)</li> <li>• Identify some differences in how people put their beliefs into action</li> </ul> <p><b>Make Connections:</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Make links between some commands for</li> </ul>			

				giving good reasons for their ideas.	living from religious traditions, non-religious worldviews and pupils' own ideas <ul style="list-style-type: none"> <li>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</li> </ul>			
UKS 2						<p><b>Make Sense of Belief:</b></p> <ul style="list-style-type: none"> <li>Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist)</li> <li>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')</li> </ul> <p><b>Understand the Impact:</b></p> <ul style="list-style-type: none"> <li>Make clear connections between Christian and Humanist ideas about being good and how people live</li> <li>Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view</li> </ul> <p><b>Make Connections:</b></p> <ul style="list-style-type: none"> <li>Raise important questions and suggest answers about how and why people should be good</li> <li>Make connections between the values</li> </ul>	<p><b>Make Sense of Belief:</b></p> <ul style="list-style-type: none"> <li>Define the terms 'theist', 'atheist' and 'agnostic' and give examples of statements that reflect these beliefs</li> <li>Identify and explain what religious and non-religious people believe about God, saying where they get their ideas from</li> <li>Give examples of reasons why people do or do not believe in God</li> </ul> <p><b>Understand the Impact:</b></p> <ul style="list-style-type: none"> <li>Make clear connections between what people believe about God and the impact of this belief on how they live</li> <li>Give evidence and examples to show how Christians sometimes disagree about what God is like (e.g. some differences in interpreting Genesis)</li> </ul> <p><b>Make Connections:</b></p> <ul style="list-style-type: none"> <li>Reflect on and articulate some ways in which believing in God is valuable in the lives</li> </ul>	<p><b>Make Sense of Belief:</b></p> <ul style="list-style-type: none"> <li>Describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life</li> <li>Identify beliefs about life after death in at least two religious traditions, comparing and explaining for similarities and differences.</li> </ul> <p><b>Understand the Impact:</b></p> <ul style="list-style-type: none"> <li>Make clear connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement)</li> <li>Use evidence and examples to show how beliefs about resurrection/judgement/ heaven/ karma/ reincarnation make a difference to how someone lives.</li> </ul> <p><b>Make Connections:</b></p> <ul style="list-style-type: none"> <li>Reflect on a range of artistic expressions of afterlife, articulating and explaining different</li> </ul>

						<p>studied and their own lives, and their importance in the world today, giving good reasons for their views.</p>	<p>of believers, and ways it can be challenging</p> <ul style="list-style-type: none"><li>• Consider and weigh up different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not</li><li>• Make connections between belief and behaviour in their own lives, in the light of their learning.</li></ul>	<p>ways of understanding these</p> <ul style="list-style-type: none"><li>• Offer a reasoned response to the unit question, with evidence and example, expressing insights of their own.</li></ul>
--	--	--	--	--	--	---	---	---