

Knowledge Progression in Religious Education at Foundation Stage

Unit to be Taught	Learning Outcomes – Making Sense of Beliefs – Linked to ELG’s	Progression.
<p>Unit F4: Being Special</p>	<p>Re-tell religious stories</p>	<p><u>Communication and Language – Listening and Attention</u> -Listen to stories with increasing attention and recall (30 to 50 months).</p> <p><u>Communication and Language – Understanding</u> -Able to follow a story without pictures or props (30 to 50 months). -Listens and responds to ideas expressed by others in conversation or discussion (40 to 60 months).</p> <p><u>Understanding the world – People & Communities</u> – Recognises and describes special times or events for family and friends (30 – 50 months). -Remembers and talks about significant events in their own experience (30 to 50 months). -Shows interest in different occupations and ways of life (30 to 50 months). -Enjoys joining in with family customs and routines (40 to 60 months).</p> <p><u>Understanding the world – The World</u> -Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world (30 to 50 months). -Looks closely at similarities, differences, patterns and change (40 to 60 months).</p> <p><u>Personal, Social and Emotional Development – Self confidence and self-awareness</u> -Can describe self in positive terms and talk about abilities (40-60 months).</p> <p><u>Literacy – Reading</u> -Describe main story settings, events and principle characters (30 to 50 months). -Enjoys an increasing range of books (40 to 60 months). -Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books (40 to 60 months).</p>
<p>Unit F5: Special Places</p>	<p>Begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God CAL (U)</p>	<p><u>Understanding the world – People & Communities</u> – Recognises and describes special times or events for family and friends (30 – 50 months). -Remembers and talks about significant events in their own experience (30 to 50 months). -Shows interest in different occupations and ways of life (30 to 50 months). -Enjoys joining in with family customs and routines (40 to 60 months).</p>

		<p><u>Understanding the world – The World</u></p> <ul style="list-style-type: none"> -Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world (30 to 50 months). -Looks closely at similarities, differences, patterns and change (40 to 60 months).
<p>Unit F6: Special Times</p>	<p>Talk about some religious stories CAL(U)</p> <p>Recognise some religious words, e.g. about God CAL (S)</p> <p>Identify a sacred text e.g. Bible, Torah UW(TW)</p>	<p><u>Understanding the world – People & Communities</u></p> <ul style="list-style-type: none"> – Recognises and describes special times or events for family and friends (30 – 50 months). -Remembers and talks about significant events in their own experience (30 to 50 months). -Shows interest in different occupations and ways of life (30 to 50 months). -Enjoys joining in with family customs and routines (40 to 60 months). <p><u>Communication and Language – Listening and Attention</u></p> <ul style="list-style-type: none"> _Listen to stories with increasing attention and recall (30 to 50 months). <p><u>Communication and Language – Understanding</u></p> <ul style="list-style-type: none"> _Able to follow a story without pictures or props (30 to 50 months). -Listens and responds to ideas expressed by others in conversation or discussion (40 to 60 months). <p><u>Literacy – Reading</u></p> <ul style="list-style-type: none"> _Describe main story settings, events and principle characters (30 to 50 months). -Enjoys an increasing range of books (40 to 60 months). -Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books (40 to 60 months).

Knowledge Progression in Religious Education (Other units– Making Sense of Beliefs)

	Jews	Muslims	Sacred Places	Hindus & God	Hindus in Britain	Hindus
KS1	<p><u>1.6– Jews</u></p> <p>Recognise the words of the Shema as a Jewish prayer</p> <p>Re-tell simply some stories used in Jewish celebrations (e.g. Chanukah)</p> <p>Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like.</p>	<p><u>1.7 - Muslims</u></p> <p>Recognise the words of the Shahadah and that it is very important for Muslims</p> <p>Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names, and give a simple description of what some of them mean</p> <p>Give examples of how stories about the Prophet show what Muslims believe about Muhammad.</p>	<p><u>1.8 –Sacred Places</u></p> <p>Recognise that there are special places where people go to worship, and talk about what people do there</p> <p>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</p> <p>Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship</p>	N/A	N/A	N/A
LKS2	<p><u>L2.10 – Jews</u></p> <p>Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean.</p> <p>Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people</p> <p>Offer informed suggestions about the meaning of the Exodus story for Jews today</p>	<p><u>L2.9 – Muslims</u></p> <p>Identify some beliefs about God in Islam, expressed in Surah 1.</p> <p>Make clear links between beliefs about God and <i>ibadah</i> (e.g. how God is worth worshipping; how Muslims submit to God)</p>	N/A	<p><u>L2.7 – Hindus & God</u></p> <p>Identify some Hindu deities and say how they help Hindus describe God</p> <p>Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God</p> <p>Offer informed suggestions about what Hindu murtis express about God</p>	<p><u>L2.7 – Hindus in Britain</u></p> <p>Identify the terms dharma, Sanatana Dharma and Hinduism and say what they mean</p> <p>Make links between Hindu practices and the idea that Hinduism is a whole ‘way of life’ (dharma)</p>	N/A

UKS2	<p><u>U2.9 – Jews</u></p> <p>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</p>	<p><u>U2.8 – Muslims</u></p> <p>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).</p> <p>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)</p>	N/A	N/A	N/A	<p><u>U2.7 – Hindus</u></p> <p>Identify and explain Hindu beliefs, e.g. dharma, karma, samsara, moksha, using technical terms accurately.</p> <p>Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha etc</p>
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Knowledge Progression in Religious Education (Other units– Making Sense of Beliefs)

	World and Others	Belonging	Stages of Life	Make the World Better	Humanists Christians	Why believe in God?	Life gets hard
KS1	<p><u>1.9 – World and Others</u></p> <p>Identify a story or text that says something about each person being unique and valuable</p> <p>Give an example of a key belief some people find in one of these stories (e.g. that God loves all people)</p> <p>Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world</p>	<p><u>1.10 - Belonging</u></p> <p>Recognise that loving others is important in lots of communities.</p> <p>Say simply what Jesus and one other religious leader taught about loving other people.</p>	N/A	N/A	N/A	N/A	N/A
LKS2	N/A	N/A	<p><u>L2.11 – Stages of Life.</u></p> <p>Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean</p> <p>Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today</p>	<p><u>L2.12 – Make the World Better</u></p> <p>Identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin).</p> <p>Make links between religious beliefs and teachings and why people try to live and make the world a better place</p>	N/A	N/A	N/A
UKS2	N/A	N/A	N/A	N/A	<u>U2.10 – Humanist Christians</u>	<u>U2.11 – Why believe in</u>	<u>U2.12 – Life gets hard</u>

					<p>Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist)</p> <p>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')</p>	<p>God?</p> <p>Define the terms theist, atheist and agnostic and give examples of statements that reflect these beliefs</p> <p>Identify and explain what religious and non-religious people believe about God, saying where they get their ideas from</p> <p>Give examples of reasons why people do or do not believe in God.</p>	<p>Describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life</p> <p>Identify beliefs about life after death in at least two religious traditions, comparing and accounting for similarities and differences</p>
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