

Knowledge Progression in RE

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS1 Cycle A	1.6 How and why do we celebrate special and sacred times? Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion Re-tell stories connected with Christmas/Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers		1.1 Who is a Christian and what do they believe? Talk about some simple ideas about Christian beliefs about God and Jesus Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means	1.7 What does it mean to belong to a faith community? Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers Give an account of what happens at a traditional Christian infant baptism/dedication and suggest what the actions and symbols mean Identify two ways people show they belong to each other when they get married	1.5 What makes some places sacred? Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used	
KS1 Cycle B	1.4 What can we learn from sacred books? Re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories	1.3 Who is Jewish and what do they believe? Talk about how the mezuzah in the home reminds Jewish people about God Re-tell a story that shows what Jewish people at the festivals of Sukkot, Chanukah or		1.6 How and why do we celebrate special and sacred times? Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion	1.8 How should we care for others and why does it matter? Re-tell Bible stories and stories from another faith about caring for others and the world	

		Pesach might think about God, suggesting what it means		Re-tell stories connected with Christmas/Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers		
LKS2 Cycle A	L2.1 What do different people believe about God? Describe some of the ways in which Christians Hindus and/or Muslims describe God	L2.5 Why are festivals important to religious communities? Make connections between stories, symbols and beliefs with what happens in at least two festivals Identify similarities and differences in the way festivals are celebrated within and between religions	L2.2 Why is the Bible so important for Christians today? Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation Describe some ways Christians say God is like, with examples from the Bible, using different forms of expression	L2.4 Why do people pray? Describe the practice of prayer in the religions studied Make connections between what people believe about prayer and what they do when they pray		L2.7 What does it mean to be a Christian in Britain today? Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings Describe some ways in which Christians express their faith through hymns and modern worship songs
LKS2 Cycle B	L2.5 Why are festivals important to religious communities? Make connections between stories, symbols and beliefs with what happens in at least two festivals	L2.6 Why do some people think that life is a journey and what significant experiences mark this? Suggest why some people see life as a journey and identify some of the key milestones on this journey	L2.8 What does it mean to be a Hindu in Britain today? Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life	L2.3 Why is Jesus inspiring to some people? Make connections between some of Jesus' teachings and the way Christians live today Describe how Christians celebrate Holy Week and Easter Sunday	L2.9 What can we learn from religions about deciding what is right and wrong? Make connections between stories of temptation and why people can find it difficult to be good	

		Describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean	Describe some ways in which Hindus express their faith through puja, aarti and bhajans	Give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter		
UKS2 Cycle A	U2.1 Why do some people believe God exists? Outline clearly a Christian understanding of what God is like, using examples and evidence	U2.6 What does it mean to be a Muslim in Britain today? Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils Make connections between the key functions of the mosque and the beliefs of Muslims		U2.4 If God is everywhere why go to a place of worship? Make connections between how believers feel about places of worship in different traditions	U2.2 What would Jesus do? Can we live by the values of Jesus in the twenty-first century? Outline Jesus' teaching on how his followers should live	
UKS2 Cycle B	U2.3 What do religions say to us when life gets hard? Outline Christian, Hindu and/or nonreligious beliefs about life after death	U2.7 What matters most to Christians and Humanists? Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples	U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity? Describe and make connections between examples of religious creativity (buildings and art)	Easter Understand the key events in the Easter story	<i>Link to history: identify the key beliefs in Hinduism and understand Hindu gods and goddesses</i>	U2.8 What difference does it make to believe in Ahimsa (harmlessness), grace and/or Ummah (community)? Make connections between beliefs and behaviour in different religions Make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions