



Progression of Knowledge and Skills in RE
EYFS-Upper KS2



Subject								
RE								
Intent:								
To provide our children with a curriculum that is thought provoking, and enables children to approach challenging questions around religious beliefs, issues of right and wrong and the impact of religion on our world today. To give our children a broad and balanced curriculum that develops their understanding of the religious and non-religious diversity in their local area and the wider world, and supports them to find their place within society. To support openness, encourage respect for others, to question and to form their own opinions.								
Key Stage 1 Pupils must be taught about:								
• Christianity - introduction to beliefs and practices and their impact. • Judaism – introduction to some beliefs and practices and their impact. • Religious diversity - introduction to the diverse religious and non-religious landscape in the local area (including differing denominations).								
Key Stage 2 Pupils must be taught about:								
• Christianity – beliefs and practices across the denominations and the impact of these for individuals and communities. • Hinduism – some beliefs and practices and the impact of these for individuals and communities • Sikhism – some beliefs and practices and the impact of these for individuals and communities • religious diversity - the diverse religious and non-religious landscape across the region, including a special study of a local Muslim community • similarities and differences within and between religious and non-religious worldviews through at least one thematic study eg about ritual, the environment, care for others								
Autumn 1								
	Nursery	Reception	1	2	3	4	5	6
Knowledge objectives	Let's find out about Harvest. To develop curiosity and	Let's find out about Harvest in a church. Let's find out about Shabbat.	What can we learn about Christianity from visiting a church? What do Christians	Why is Moses special to Jewish people? To know about the early life of	How do Hindus worship? To explain who founded Hinduism and	What do we know about the bible and why is it important to Christians?	What do Sikhs believe? Why do Sikhs go to the Gurdwara?	What can we learn about religious diversity in our area?



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	begin to ask questions about their own, and other people's, home and community. To understand what the Harvest festival consists of, and what it means to them. Let's find out about Diwali. To show understanding of the beliefs and practices within Hinduism. To talk about how others celebrate special times.	To understand who celebrates shabbat, and when it occurs. That it is a special tradition. To recognise ways the family spend time together. There are special artefacts to support the celebrations and what they are used for.	believe about God? To recognise and name some features of a church eg cross, altar, pew, window To recognise and name some ways in which Christians worship in the church on Sunday eg prayer, hymns, Bible reading To recognise some of the ways a vicar leads Sunday worship. To recognise some features of a church e.g. Harvest festival To talk about what they find interesting or puzzling in a church.	Moses. To know about the story of Moses and the burning bush. To know about the story of Passover. How and why do Jews celebrate Hanukkah? To know that Hanukkah is the festival of light. To recall the story of Hanukkah. To know how Hanukkah is celebrated.	where. To explain the main beliefs in Hinduism. To explain which places are special to Hindus. To name and describe some special Hindu festivals. To explain that Hindus have multiple holy books To name and explain the meanings of Hindu symbols.	To identify different books of the bible. To use the correct vocabulary to describe key features of the Bible. To identify different books of the bible. To explore different text types in the bible To understand how stories are used to teach lessons To know that there are four Gospels and know who wrote them and why.	To know the Sikh symbols of belief (5K's) To understand the Sikh symbols of belief. To know how Sikhs worship in the Gurdwara and at home. To understand the importance of the holy book and how it is used. To investigate the Sikh belief in only one God (look at description and picture then realise they are the same person). To know there are 10 human Gurus and their significance in Sikh beliefs (research 1 and do speaking and listening presentation) – 2 lessons To know how beliefs and feelings are expressed during Diwali.	What can we find out about a local Muslim community? Local study of the different Christian Churches (Catholic, Methodist). To compare the differences in the two denominations of Christianity. To investigate the work they do in the community. To identify other religious traditions in the neighbourhood. To demonstrate knowledge and understanding of one set of religious beliefs and practices in their neighbourhood To work with others to produce a presentation about a place of worship in their neighbourhood. To reflect upon and discuss what
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							To understand the Sikh morals (e.g. langar meal, kirat karna (earning a living by one's own honest efforts), vand chhakna (sharing), sewa (selfless service), nam simran (thinking about God based on scriptures))	they have learnt about religion in their neighbourhood To present work to the class, showing their knowledge and understanding of the religious identities of the groups represented in the area To compare and contrast the key features of the religious traditions in their area To evaluate and summarise what they have learnt about the religions represented in the area
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Autumn 2 (Christmas Unit)								
	Nursery	Reception	1	2	3	4	5	6
	Let's find out about the Christmas Story. The children to understand the Christmas story and the different people who play an important role. Opportunities for the children to act out the story. To be able to join in with traditions e.g. Advent Calendar, sending cards.	Let's find out about the Christmas story. Let's find out about Christmas celebrations in Churches. To know the christmas story and to explain key events in order. To visit a church and see how the church is set up for Advent. Learn about how the church helps during advent e.g. Salvation	Why are gifts given at Christmas? To explain what Christmas is. To explain why gifts are given at Christmas. To know giving and receiving is important for Christians. To explain how Christians celebrate Christmas. To sequence the Nativity story. To know religious ideas and personal feelings can be expressed in a variety of ways	How and why is light important at Christmas? To know how light helps us and how light can be a symbol. To identify symbols of light and what they mean in birth stories. To know ways in which light is used at Christmas. To know about the symbols of Christingle.	How and why is Advent important to Christians? To understand the symbolism of the Advent Ring. To understand what the season of Advent means for Christians today. To continue to reflect upon the symbolism of light at Christmas.	Why do Christians call Jesus the light of the world? To recall parts of the story of Jesus healing the blind man. To understand why Christians call Jesus the light of the world. To begin to understand the symbolism of light in a Christingle Service.	What are the themes of Christmas? To learn how Christmas is celebrated as both a religious and secular festival. To know some themes of Christmas. How can we see the themes of Christmas in the bible stories? To analyse the	What do the gospels tell us about the birth of Jesus? To learn about the two main versions of the birth of Jesus. To know about the significance of the two contrasting stories. To distinguish between the two birth stories.



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		Army.	To know that Christians believe that Jesus is God's gift to the world To reflect on their own feelings about giving and receiving				meaning of a popular Christmas carol. To explain the importance of love at Christmas time in Christianity. To participate in a debate about whether the true meaning of Christmas is now lost.	
Spring 1								
	Nursery	Reception	1	2	3	4	5	6
	Let's find out about the Bible. Let's hear some stories about Jesus (Jesus and Zacchaeus, Jesus calming the storm). Holding the book carefully. To identify a special book of their own and explain why it is	Let's find out about holy books (eg the Qur'an, the Torah, the Guru Granth Sahib). Let's hear some stories Jesus told (Lost Sheep, Lost Coin). For the children to be able to understand how the different books are held. To be able to handle the books with care and	Why is Jesus special to Christians? To understand that people are special to others. To find out about the life of Jesus. To know what symbols are important to Christians. To know that Jesus told stories and they have a message. To sequence a Christian story.	Why is the Bible special to Christians? To share what we already know about the Bible. To begin to understand why the Bible is important to Christians. To answer questions about the story of Mary Jones. To retell the story of Mary Jones' Bible. To know how	What can we learn about Christian worship and beliefs by visiting churches? To know about the meaning of everyday signs and symbols To explore meanings within stories To understand how memories are linked to particular objects To know about some common	What do Christians believe about Jesus? To reflect on their own ideas of how Jesus may have looked. To research a textual extract. To understand what the Gospels tell us about what Jesus was like. To summarise from the evidence what sort of person Jesus was. To select	What do Christians believe about God? Developing knowledge of Christian belief in God, meaning of life, life after death and how this affects how Christians feel and act: Belief, Expressions of Belief, Impact of Belief	How and why do people care about the environment? To understand religious views on the environment To discuss different religious views on creation To compare positive and negative actions towards protecting the environment



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	special. Listen to the stories and recall what special event makes the story important.	explain how they are used. Listen and recall the stories. Write a simple sentence to explain the stories.		Christians use the Bible. To know how the Bible might help Christians. To reflect on the question: Is the Bible true?	symbols within a place of worship.	information to complete sentences on why people did not trust Jesus. To present other people's views on Jesus. To understand the symbolic language used about Jesus. To think about the meaning of statements Jesus made about himself. To understand the Christian interpretation of the passages. To understand what Jesus was saying about himself. To recall points from the unit which help to answer the question, 'What do we know about Jesus?' To reflect on their own response.		To explain how a person's religious views may impact their views on the environment
Spring 2 (Easter Unit)								
	Nursery	Reception	1	2	3	4	5	6



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	Let's find out about the Easter Story. 3 To compare how this story is different to Christmas. To explain how different communities celebrate Easter differently.	Let's find out about Easter celebrations in churches. To understand what happens at Easter. Compare how the church is decorated differently to Christmas. To learn about the colours associated with Easter and Lent.	What is the Easter story? To know events that occur at Spring time. To understand symbols associated with Easter. To understand events that occur at Easter. To understand parts of Easter. To retell the Easter story. To gain an understanding that Easter has contrasting emotions.	How do Christians celebrate Easter? To know the key events of Holy Week. To understand Christian beliefs about Jesus. To understand the different practices that happen at Easter. To read texts about Easter and answer comprehension questions. To understand the emotions linked to Easter.	What do Christians remember on Palm Sunday? To know about the events of Palm Sunday To know about the atmosphere and feelings of the crowd on Palm Sunday To know that emotions and feelings are involved with decisions and faith	Why is Lent such an important period for Christians? To understand how and why Shrove Tuesday is celebrated in the UK. To know why Christians celebrate Lent. To explain the key features of Ash Wednesday. To know the Easter story. To think in more detail about the role Judas played in the Easter story. To understand the events and emotions surrounding the crucifixion of Jesus.	Why is the Last Supper so important to Christians? To use inference and deduction skills to make predictions about objects and symbols. To outline the events of Holy Week. To demonstrate knowledge of the events of Good Friday by writing in role. To understand the importance of Easter Sunday to Christians. To understand the Christian concepts of Easter.	Why are Good Friday and Easter Day the most important days for Christians? To understand the events of Holy Week. To understand the events of 'The Last Supper'. To use drama techniques to understand the thoughts and feelings of Jesus, Judas and the Disciples. To demonstrate an understanding of 'The Last Supper' by writing in a role.
Summer 1								
	Nursery	Reception	1	2	3	4	5	6
	Let's find out about Christian	Let's find out about special buildings and	What does it mean to belong in Christianity?	What can we learn from the story of The	What do Hindus believe?	How and why do religious people show	How do sikhs show commitment	So, what do we now know about Christianity?



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	baptism. To understand what happens in a baptism celebration. What special items are used in a church. Who takes part in a baptism and what important jobs do they have? Introduce the word Sacred.	worship there (eg mandir, church, synagogue, Buddhist rupas). To understand that different special buildings have different rules and routines. To talk about how they are similar and how they are different. Talk about how they are sacred.	To know about ways in which they belong. To know how belonging is expressed and shown. To understand that religious people feel they belong to a faith. To illustrate a sign of belonging. To know about baptism and Jesus's baptism story. To reflect on ways in which they belong and why this is special.	Venerable Bede? To know who The Venerable Bede was. To introduce stories about Bede and learn about his influence. To know that Bede was buried in Jarrow. To understand that Jarrow Hall is a museum which details his life and work.	Describe Hindu beliefs about God. Suggest meanings for some of the symbols connected with Hindu murtis. To know what the Trimurti is. To understand why Ganesh is important to Hindus.	care for others? To understand how different religions all follow the golden rule to care for others. To understand the ten commandments followed in the Christian and Judaism religions. To carry out an act of charity. To reflect upon an act of charity.	and belonging? To explain why it is important for Sikh's to show their commitment, and discuss some of the ways they may show this. To understand the Amrit ceremony as an expression of commitment, belonging and identity. To show how Sikhs follow and live by Sikh moral codes and the impact these have for individuals and the community.	(exploration through the concepts) Statutory Bridging Unit To identify what Christians believe. To explain what is the main source of authority in Christianity and why. To explain how Christians express their beliefs. To explain how beliefs have an impact for Christians.
Summer 2								
	Nursery	Reception	1	2	3	4	5	6
	Let's find out about Raksha Bandhan.	Let's find out about special buildings and worship there (eg mandir, church, synagogue, Buddhist	How and why is the home and synagogue important in Jewish life? To know that Jews have a distinctive pattern to the week,	What can we find out about our local faith communities? To know which faiths are celebrated in my	What do Hindus believe? Describe simply Hindu belief in reincarnation, karma, ahimsa.	Why do people go to Durham Cathedral today? (or other places with significance for Christians)	Why do people use rituals today? To demonstrate understanding of meaning and importance of	So, what do we now know about Christianity? (exploration through the concepts) Statutory Bridging Unit



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	To talk about who is special to us. To make a Rakhi bracelet for a friend. To name sacred objects and routines used.	rupas). To understand that different special buildings have different rules and routines. To talk about how they are similar and how they are different. Talk about how they are sacred. Visit a different house of worship e.g. Gurdwara, Mosque.	which is reflected in their lifestyle. To know that the Jewish symbol of the mezuzah contains a key belief. To know that the synagogue is the special place where Jews keep the Torah. To know how Jews show that the Torah is special. That it is important to respect other people's special places and the things which are precious to them.	community. To name holy days, and other celebrations, of local faiths. To make connections between their own feelings and experiences of celebrations, and those of others. To identify and compare artefacts linked to local faith communities. To know the main stories concerning religious leaders in a particular religion.	Give examples of how these beliefs affect what Hindus do. Express their own views, giving plausible reasons to questions raised, showing some awareness of differing views.	To understand the importance of Durham Cathedral (and other important Christian places in the North East) as a place for worship, pilgrimage and understanding of the Christian heritage. To compare the religious features of a church and a cathedral. To know the impact of local Christian places of significance for people today. To know how the Christian faith impacted on the lives of the northern saints and the significance of their lives then and now. To know how beliefs are expressed through pilgrimage.	rituals in more than one religion, comparing similarities and differences in religious beliefs and expression: Belief, Expressions of Belief	Demonstrate more detailed knowledge and understanding of impact of belief in Christianity (e.g. through Christian attitudes of love and care for others). Demonstrate more detailed knowledge and understanding of expressions of belief in Christianity (worship, ritual, symbols).
Trips/ visitors:	•A Chinese house themed role-play area with a variety of resources reflecting diversity.		Local church Synagogue Bede's World Bible Comes Alive		Local Church Hindu temple Bible Comes Alive		Local Church Gurdwara- Tyne Dock Bible Comes Alive	



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	•A display with the children, showing all the people who make up the community of the setting. •Share stories that reflect the diversity of children's experiences. • Invite visitors from different cultural backgrounds.				
Prior learning links or themes	Belonging Special relationships Celebrations Self-awareness People and communities		Introduction to Christianity, special events, themes, customs and practices.	Celebrations such as Christmas and Easter. Knowledge of another religion, Judaism.	Christian customs and beliefs. Knowledge and understanding of Hinduism.
Key questioning			How and why do Christians celebrate Harvest? (could be asked within the unit on a church visit). What can we learn about Christianity from visiting a church? What do Christians believe about God? Why is the Bible special to Christians? Why is Jesus special to Christians? What is the meaning of Christmas? Why are gifts given at Christmas? How and why is light important at Christmas? What can we learn from the story of Venerable Bede? What does it mean to belong in Christianity? What is the meaning of Easter? What is the Easter story? How do Christians celebrate Easter? Judaism (core religion)	Christianity – What can we learn about Christian symbols and beliefs by visiting churches? What do Christians believe about Jesus? What do Christians believe about God? What do we know about the Bible and why is it important to Christians? How does the teaching and example of Jesus influence the way that Christians live their lives? What is the meaning of Christmas? How and why is Advent important to Christians? Why do Christians call Jesus the light of the world? What are the themes of Christmas? What do the gospels tell us about the birth of Jesus?	Christianity – (core religion) What can we learn about Christian symbols and beliefs by visiting churches? What do Christians believe about Jesus? What do Christians believe about God? What do we know about the Bible and why is it important to Christians? How does the teaching and example of Jesus influence the way that Christians live their lives? What can we learn about Christian faith through studying the lives of northern saints? So, what do we now know about Christianity? (Year 6 bridging unit) What is the meaning of Christmas? How and why is Advent important to



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			What do Jews believe about God as Creator? How do Jews show their beliefs in the home? How do Jews celebrate Hanukkah? What can we learn from visiting a synagogue?	What is the meaning of Easter? What do Christians remember on Palm Sunday? Why is Lent such an important period for Christians? Why is the Last Supper so important to Christians? Why are Good Friday and Easter Day the most important days for Christians? Hinduism – How do Hindus worship? This question can be explored through the following supplementary questions: How do Hindus worship at home and in the mandir? How and why do Hindus celebrate Diwali? What do Hindus believe and how does this affect the way they live their lives? This question can be explored through the following supplementary questions: What do Hindus believe about God? How do the beliefs of Hindus affect their actions? What can we find out about a local Hindu community?	Christians? Why do Christians call Jesus the light of the world? What are the themes of Christmas? What do the gospels tell us about the birth of Jesus? What is the meaning of Easter? What do Christians remember on Palm Sunday? Why is Lent such an important period for Christians? Why is the Last Supper so important to Christians? Why are Good Friday and Easter Day the most important days for Christians? Sikhism – (core religion) What do Sikhs believe and how are these beliefs expressed? This question can be explored through the following supplementary questions: What do Sikhs believe? Why are the Gurus special in Sikhism? How do Sikhs worship in the Gurdwara? How do Sikhs show commitment and belonging? How do Sikh beliefs affect actions? What can we find out about a local Sikh community?
More able mastery end point.	EYFS Exceeding: UTW They understand that different people have different beliefs,	By the end of Key Stage 1 children will be able to: Use a developing religious vocabulary to describe some key features of religions,	By the end of Lower Key Stage 2, children will be able to: Use a developing religious vocabulary to describe and show	By the end of Key Stage 2, pupils can: Use religious and philosophical vocabulary to give informed accounts	



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	attitudes, customs and traditions and why it is important to treat them with respect. How to achieve this: • Adult scaffolds during continuous provision • Enhancements to promote recording compositions • Displays in the EYFS environment • Model of vocabulary/ question stems	recognising similarities and differences. They make links between beliefs and sources, including religious stories and sacred texts. They begin to identify the impact religion has on believers' lives. They describe some forms of religious expression. Identify what influences them, making links between aspects of their own and others' experiences. They ask important questions about religion and beliefs, making links between their own and others' responses. They make links between values and commitments, and their own attitudes and behaviour. Pupils who excel in the RE curriculum objectives or are identified as having a specific talent or passion in RE will be supported and encouraged to reach their potential and access the best support possible. How to achieve this: • Communicate with parents about skills and talents • Encourage access to school based experiences (culture week, clubs) • Provide additional opportunities to engage in RE related trips, visits and events in the local area utilising local venues. • Provide opportunities to meet and learn about inspiring figures within the religious community.	understanding of sources, practices, beliefs, ideas, feelings and experiences. They make links between them, and describe some similarities and differences both within and between religions. They describe the impact of religion on people's lives. They suggest meanings for a range of forms of religious expression. Pupils raise, and suggest answers to, questions of identity, belonging, meaning, purpose, truth, values and commitments. They apply their ideas to their own and other people's lives. They describe what inspires and influences themselves and others. Pupils who excel in the RE curriculum objectives or are identified as having a specific talent or passion in RE will be supported and encouraged to reach their potential and access the best support possible. How to achieve this: • Communicate with parents about skills and talents • Encourage access to school based experiences (culture week, clubs) • Provide additional opportunities to engage in RE related trips, visits and events in the local area utilising local venues. • Provide opportunities to meet and learn about inspiring figures within the religious community.	of religions and beliefs, explaining the reasons for diversity within and between them. They explain why the impact of religions and beliefs on individuals, communities and societies varies. They interpret sources and arguments, explaining the reasons that are used in different ways by different traditions to provide answers to ultimate questions and ethical issues. They interpret the significance of different forms of religious, spiritual and moral expression. Use reasoning and examples to express insights into the relationship between beliefs, teachings and world issues. They express insights into their own and others' views on questions of identity and belonging, meaning, purpose and truth. They consider the challenges of belonging to a religion in the contemporary world, focusing on values and commitments. Pupils who excel in the RE curriculum objectives or are identified as having a specific talent or passion in RE will be supported and encouraged to reach their potential and access the best support possible. How to achieve this: • Communicate with parents about skills and talents • Encourage access to school based experiences (culture week, clubs) • Provide additional opportunities to engage in RE related trips, visits and events in the local area
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					- utilising local venues. - Provide opportunities to meet and learn about inspiring figures within the religious community.
		Children who are identified as working below ARE in RE may have specific needs which contribute to their difficulty in this area. Where needs are specifically related to a Special Educational Need or Disability, specific and targeted support will be outlined and reviewed through the child's EHCP and/ or Pupil Progress Plan; elements of which may be recommended by external agencies such as OT and Physio. It is also important to recognise that children identified as having SEND may not always be least able in RE and could in fact excel in the subject. Pupil's attainment will be assessed in a subject specific manner and based on their strengths rather than barriers.			
Support for children working below ARE		With support pupils can: - Recognise and describe special times or events for family or friends. - Show interest in different occupations and ways of life. - Know some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. - Enjoys joining in with family customs and routines. How to achieve	With support pupils can: Use some religious words and phrases to recognise and name features of religious life and practice. They can recall religious stories and recognise symbols, and other verbal and visual forms of religious expression. Talk about their own experiences and feelings, what they find interesting or puzzling and what is of value and concern to themselves and to others. How to achieve this: - Visual prompts - Artefacts - PowerPoints - Resource boxes for visual and kinaesthetic learners - Modelling - Picture prompts - Word mats and pre-teaching of key vocabulary - Small group with support - Group work rather than independent - Revisit prior learning often	With (or without) support pupils can: Use religious words and phrases to identify some features of religion and its importance for some people. They begin to show awareness of similarities in religions. Pupils retell religious stories and suggest meanings for religious actions and symbols. They identify how religion is expressed in different ways. Ask, and respond sensitively to, questions about their own and others' experiences and feelings. They recognise that some questions cause people to wonder and are difficult to answer. In relation to matters of right and wrong, they recognise their own values and those of others. How to achieve this: - Visual prompts - Artefacts - PowerPoints - Resource boxes for visual and kinaesthetic learners - Modelling - Picture prompts - Word mats and pre-teaching of key vocabulary	With (or without) support pupils can: Pupils use a developing religious vocabulary to describe some key features of religions, recognising similarities and differences. They make links between beliefs and sources, including religious stories and sacred texts. They begin to identify the impact religion has on believers' lives. They describe some forms of religious expression. Identify what influences them, making links between aspects of their own and others' experiences. They ask important questions about religion and beliefs, making links between their own and others' responses. They make links between values and commitments, and their own attitudes and behaviour. How to achieve this: - Visual prompts - Artefacts - PowerPoints - Resource boxes for visual and kinaesthetic learners - Modelling - Picture prompts



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		this: • MTTT • Modellin g • Next Steps planned carefully for individu als • Support material s for home e.g. Nursery rhymes • Opportu nities to practise skills in CI time • Repetiti on • Revisit prior learning often		• Small group with support • Group work rather than independent • Revisit prior learning often	• Word mats and pre-teaching of key vocabulary • Small group with support • Group work rather than independent • Revisit prior learning often
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