

PROGRESSION IN KNOWLEDGE – RE

The Big Ideas	Foundation	KS1	Lower KS2
Making Sense of Beliefs 5 major religions & their traditions	Knowledge <ul style="list-style-type: none"> • 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 • Year N – (non stat) myself, special times, special people examples • Year R – God, importance of Christmas, & Easter, • places of worship – 2 religions (which?) 	<ul style="list-style-type: none"> • identify some core beliefs and concepts studied and give a simple description of what they mean • give clear, simple accounts of what stories and other texts mean to believers 	<ul style="list-style-type: none"> • identify and describe the core beliefs and concepts studied • make clear links between texts/sources of wisdom and authority and the core concepts studied • offer informed suggestions about what texts/sources of wisdom and authority can mean, and give examples of what these sources mean to believers
Christianity	<ul style="list-style-type: none"> • Why is the word ‘God’ so important to Christians? • Why is Christmas special for Christians? • Why is Easter special for Christians? 	<ul style="list-style-type: none"> • What do Christians believe God is like? • Why does Christmas matter to Christians? • Why does Easter matter to Christians? • What makes some places significant? • What makes some places sacred to believers? • How and why do we celebrate significant times? • What makes some celebrations sacred to believers? • What can we learn from sacred books and stories? Bible • Who is an inspiring person? What stories inspire Christian people? • What is the ‘good news’ Christians believe Jesus brings? 	<ul style="list-style-type: none"> • Where, how and why do people worship? • Why do some people think life is like a journey? • How and why do people mark the significant events of life? • What is the ‘Trinity’ and why is it important for Christians? • Why do Christians call the day Jesus died ‘Good Friday’? • What kind of world did Jesus want? • For Christians, what was the impact of Pentecost? • How and why do people try to make the world a better place?
Hinduism		<ul style="list-style-type: none"> • Diwali 	<ul style="list-style-type: none"> • How is faith expressed in Hindu communities and traditions? Dharma Upanayana ceremonies, Puja tray • What are the deeper meanings of the festivals? Holi

Islam		<ul style="list-style-type: none"> • Who is a Muslim? What do they believe and how do they live? • What makes some places significant? What makes some places sacred to believers? • How and why do we celebrate significant times? • What makes some celebrations sacred to believers? Shahadah – Muslim naming ceremony, Eid-al-Fitr, Adhan – Muslim words at birth/Death • What can we learn from sacred books and stories? Koran • Who is an inspiring person? What stories inspire Muslim people? • How do festivals and worship show what matters to Muslims? 	<ul style="list-style-type: none"> • Where, how and why do people worship? Qu’ran • Why do some people think life is like a journey? • How and why do people mark the significant events of life? • What are the deeper meanings of the festivals? Eid al_Fitr • How and why do people try to make the world a better place?
Judaism		<ul style="list-style-type: none"> • Who is Jewish? What do they believe and how do they live? • What makes some places significant? • What makes some places sacred to believers? • How and why do we celebrate significant times? • What makes some celebrations sacred to believers? Hanukah Y1 and 2? Tu B’Shevat • What can we learn from sacred books and stories? • Who is an inspiring person? What stories inspire Jewish people? 	<ul style="list-style-type: none"> • Where, how and why do people worship? • Why do some people think life is like a journey? How and why do people mark the significant events of life? Bar Mitzvah • 10 Commandments • How do festivals and family life show what matters to Jewish people? Rosh Hashanah, Pesach • What are the deeper meanings of the festivals?
Sikhism		<ul style="list-style-type: none"> • Diwali 	<ul style="list-style-type: none"> • How is faith expressed in Sikh communities and traditions? Guru, Sewa, Karma • What are the deeper meanings of the festivals? Bandi Chhor Divas • How and why do people try to make the world a better place?
Understanding the impact Use of religious texts/teachings	Knowledge: <ul style="list-style-type: none"> • stories from 2 religions (which?) • being special how is this taught? 	<ul style="list-style-type: none"> • give examples of how people use stories, texts and teachings to guide their beliefs and actions • Stories from Sacred books which stories? 	<ul style="list-style-type: none"> • make simple links between stories, teachings and concepts studied and how people live, individually and in communities

<p>Beliefs into practice</p>		<ul style="list-style-type: none"> • Moses (Jewish) • Jesus and his parables (Christians) • Zacchaeus the reformed tax collector • The Bible’s “good news” for Christians – forgiveness and peace • give examples of ways in which believers put their beliefs into practice • Jewish beliefs and way of life - Significance of Abraham, Sabbath, kosher, • Muslim beliefs and way of life – Allah, Mohammed the Prophet, Salah or call to prayer, cleansing or Wudhu before prayer, the Imam 	<ul style="list-style-type: none"> • Jewish festivals as a means of celebrating what is important – Rosh Hashana & Yom Kipur, • describe how people show their beliefs in how they worship and in the ways they live • Places of worship – Mandir, Gurdwara, church, synagogue, mosque • Marking of significant life events – Bar Miztvah, more here naming ceremonies, funerals • Muslim Festivals and Worship – what they value – Muslim ritual of prayer • Christians and Pentecost • identify some differences in how people put their beliefs into practice • Compare behaviour of Christians, Muslims, Sikhs and non-religious people
<p>Making Connections Key concepts Reflections and responses</p>	<p>Knowledge</p>	<ul style="list-style-type: none"> • think, talk and ask questions about whether the ideas they have been studying have something to say to them • Caring for others – Muslims Christians and Jews • Caring for the earth – Muslims Christians and Jews • give a good reason for the views they have and the connections they make 	<ul style="list-style-type: none"> • raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live • make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly • give good reasons for the views they have and the connections they make