



## Knowledge Progression – Religious Education (RE) – Years 1-6

### National Curriculum guidance for RE

Know about and understand a range of religions and worldviews.

- Express ideas and insights about the nature, significance and impact of religions and worldviews.
- Know about and understand a range of religions and worldviews.
- Gain and deploy the skills needed to engage seriously with religions and worldviews.

Year	<b>Term 1</b> Beliefs, Teachings, and Sources	<b>Term 2</b> Practices and Ways of Life	<b>Term 3</b> Expressing Meaning	<b>Term 4</b> Identity, Diversity and Belonging	<b>Term 5</b> Meaning, Purpose and Truth	<b>Term 6</b> Values and Commitments
<b>1</b> Focus Religion: <b>Christianity</b>	Pupils will be taught: <ul style="list-style-type: none"> <li>• That people have different</li> </ul>	Pupils will be taught: <ul style="list-style-type: none"> <li>• That Christians pray to God</li> </ul>	Pupils will be taught: <ul style="list-style-type: none"> <li>• About places of worship and will visit</li> </ul>	Pupils will be taught: <ul style="list-style-type: none"> <li>• To talk about celebrations (Easter)</li> </ul>	Pupils will be taught: <ul style="list-style-type: none"> <li>• To reflect on the stories and people</li> </ul>	Pupils will be taught: <ul style="list-style-type: none"> <li>• How to share their own beliefs and</li> </ul>



	<p><b>beliefs and what a belief is.</b></p> <ul style="list-style-type: none"><li>• That Christians believe in one God and he is the creator of the universe.</li><li>• That Jesus was the son of God.</li><li>• That The Bible is a special and Holy book.</li><li>• A range of stories (e.g. 'The Lost Sheep') and discuss what this shows about God.</li></ul>	<p>in a church or at home.</p> <ul style="list-style-type: none"><li>• The reasons why Christians pray. (forgiveness, thanks or for help)</li><li>• That there are ceremonies for special occasions (e.g. 'The Christmas Story').</li></ul>	<p><b>one of these (e.g. a church).</b></p> <ul style="list-style-type: none"><li>• To identify key features of a church.</li><li>• To explore food, people (Vicar/priest) and symbols linked to Christianity.</li></ul>	<ul style="list-style-type: none"><li>• <b>To discuss links to own lives and beliefs.</b></li><li>• To explore how Christians celebrate the lead up to Easter Day (Shrove Tuesday, Ash Wednesday and Lent)</li></ul>	<p>from The Bible.</p> <ul style="list-style-type: none"><li>• To recognise the importance of Moses and Jesus for Christians.</li></ul>	<p><b>things that are important to them.</b></p> <ul style="list-style-type: none"><li>• To find out about the significance of the 'Ten Commandments'</li></ul>
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	<b><u>Term 1</u></b> Beliefs, Teachings, and Sources	<b><u>Term 2</u></b> Practices and Ways of Life	<b><u>Term 3</u></b> Expressing Meaning	<b><u>Term 4</u></b> Identity, Diversity and Belonging	<b><u>Term 5</u></b> Meaning, Purpose and Truth	<b><u>Term 6</u></b> Values and Commitments
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<p style="text-align: center;"><b>2</b> Focus Religion: <b>Christianity and Judaism</b></p>	<p><b>Pupils will be taught:</b></p> <ul style="list-style-type: none"><li>• To remember why people have different beliefs and what a belief is (building on what was learned in Year 1).</li><li>• That Jews believe in one God and he is the creator of the universe (6 days and rested on 7<sup>th</sup>).</li><li>• That Jews believe that Jesus was a prophet, not the Son of</li></ul>	<p><b>Pupils will be taught:</b></p> <ul style="list-style-type: none"><li>• That Jews pray to God in a synagogue or in a place where 10 or more Jews assemble.</li><li>• To know that Jews pray three times a day (morning, afternoon, evening).</li><li>• That Jews have a prayer book called a Siddur.</li><li>• To explore a ceremony for a special occasion (Hanukkah).</li></ul>	<p><b>Pupils will be taught:</b></p> <ul style="list-style-type: none"><li>• To build upon their knowledge of places of worship (Year 1) and will visit a place of worship (Synagogue)</li><li>• To identify the key features of a Synagogue.</li><li>• To explore food (kosher), people (Rabbi) and symbols link to Judaism.</li></ul>	<p><b>Pupils will be taught:</b></p> <ul style="list-style-type: none"><li>• Why Shabbat is a special day of rest.</li><li>• To understand how Jews conduct Shabbat.</li><li>• To discuss links to their own lives and beliefs.</li><li>• To explore how Jews celebrate the lead up to adulthood (Bar Mitzvah – boys, Bat Mitzvah - girls).</li></ul>	<p><b>Pupils will be taught:</b></p> <ul style="list-style-type: none"><li>• To reflect on the stories and people from the Torah (Genesis).</li><li>• To recognise the importance of Moses and Jesus for Jews.</li></ul>	<p><b>Pupils will be taught:</b></p> <ul style="list-style-type: none"><li>• To share their own beliefs and things that are important to them.</li><li>• To compare the ‘Ten commandments’ of Christianity with the Jewish commandments (Mitzvot).</li></ul>
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AURORA  
ACADEMIES TRUST

God.

- To know that the special book for Jews is The Torah and that the Christian Bible is derived from it.

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	<b>Term 1</b> Beliefs, Teachings, and Sources	<b>Term 2</b> Practices and Ways of Life	<b>Term 3</b> Expressing Meaning	<b>Term 4</b> Identity, Diversity and Belonging	<b>Term 5</b> Meaning, Purpose and Truth	<b>Term 6</b> Values and Commitments
<p style="text-align: center;"><b>3</b></p> <p>Focus Religion: <b>Hinduism and Christianity</b></p>	<p><b>Pupils will be taught:</b></p> <ul style="list-style-type: none"> <li>• That people have different beliefs and build upon their knowledge of beliefs (Y1/2).</li> <li>• That Hindus believe in one God (Brahman) but that God is worshiped in different forms with different</li> </ul>	<p><b>Pupils will be taught:</b></p> <ul style="list-style-type: none"> <li>• That Hindus pray in different ways (Puja – words, offerings, food and dance).</li> <li>• That Hindus pray at home or in a temple.</li> <li>• To know that a devout Hindu prays three times a day.</li> <li>• To explore a</li> </ul>	<p><b>Pupils will be taught:</b></p> <ul style="list-style-type: none"> <li>• About and will visit a place of worship (Hindu temple).</li> <li>• To identify the key features of a Hindu temple.</li> <li>• To explore food (the cow being sacred), people (Swami) and symbols link</li> </ul>	<p><b>Pupils will be taught:</b></p> <ul style="list-style-type: none"> <li>• To understand the Hindu view of the wheel of life (born, live, die, cremated).</li> <li>• To study a range of Hindu life ceremonies (birth ceremony, naming ceremony, sacred thread</li> </ul>	<p><b>Pupils will be taught:</b></p> <ul style="list-style-type: none"> <li>• About the Hindu view of re-incarnation.</li> <li>• The concept of Karma.</li> <li>• To compare Hindu beliefs on life after death (reincarnation) with Christian and Jewish beliefs (burial rights, Jews cannot be cremated).</li> </ul>	<p><b>Pupils will be taught:</b></p> <ul style="list-style-type: none"> <li>• To share their own beliefs and things that are important to them.</li> <li>• To compare the key features of Christianity, Judaism and Hinduism.</li> </ul>



	<p>names. (Shiva, Vishnu, Ganesha).</p> <ul style="list-style-type: none"><li>• That Hindus have a shrine at home dedicated to one deity.</li><li>• To know that Hindus do not have one sacred book but sacred scriptures collected in the Vedas.</li><li>• To examine Hindu creation ideas.</li></ul>	<p>ceremony for a special occasion (Diwali).</p>	<p>to Hinduism.</p>	<p>ceremony, marriage ceremony).</p> <ul style="list-style-type: none"><li>• To discuss links to their own lives and beliefs.</li></ul>		
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	<b>Term 1</b> Beliefs, Teachings, and Sources	<b>Term 2</b> Practices and Ways of Life	<b>Term 3</b> Expressing Meaning	<b>Term 4</b> Identity, Diversity and Belonging	<b>Term 5</b> Meaning, Purpose and Truth	<b>Term 6</b> Values and Commitments
<p style="text-align: center;"><b>4</b></p> <p>Focus Religion: <b>Islam and Christianity</b></p>	<p><b>Pupils will be taught:</b></p> <ul style="list-style-type: none"> <li>• That people have different beliefs and build upon their knowledge of beliefs (Y1/2/3).</li> <li>• That Islam is the name of the religion and that a person who believes in Islam is called a Muslim.</li> </ul>	<p><b>Pupils will be taught:</b></p> <ul style="list-style-type: none"> <li>• That Muslims pray 5 times a day; sunrise, midday, afternoon, sunset and before midnight. (Salat al-fajr: dawn, before sunrise. Salat al-zuhr: midday, after the sun passes its highest. Salat al-'asr: the</li> </ul>	<p><b>Pupils will be taught:</b></p> <ul style="list-style-type: none"> <li>• About and will visit a place of worship (Mosque in Bexhill).</li> <li>• To identify the key features of a Mosque.</li> <li>• To explore Islamic art found in Mosques (geometric patterns; arabesque</li> </ul>	<p><b>Pupils will be taught:</b></p> <ul style="list-style-type: none"> <li>• The importance of the 5 Pillars of Islam to Muslims (Shahadah – belief, Slat – prayer, Zakat – Purification, Sawn – fasting, Hajj – pilgrimage)</li> <li>• To understand why Muslims pray towards</li> </ul>	<p><b>Pupils will be taught:</b></p> <ul style="list-style-type: none"> <li>• To recognise the importance of Muhammad (Prophet) and Angel Jibreel.</li> <li>• To reflect on the stories and people from the Qur'an (Story of Prophet Yusuf).</li> </ul>	<p><b>Pupils will be taught:</b></p> <ul style="list-style-type: none"> <li>• To share their own beliefs and things that are important to them.</li> <li>• That Muslims believe in the Qur'an as a set of rules, compared to the 'Ten Commandments' of Christianity.</li> </ul>





- That Muslims believe in one God (Allah).
- That The Qur'an is the special and Holy book of Islam.
- That the words of the Qur'an came from God, told to Muhammad and scribed by others.

- late part of the afternoon. Salat al-maghrib: just after sunset. Salat al-'isha: between sunset and midnight).
- That many Muslims pray at home and alone, and that many Muslims will pray with others and in a place of worship, called a Mosque.
  - That Muslims clean and wash before prayer, completing a ritual wash

based on curving and branching plants; Islamic calligraphy).

Mecca.

- To discuss links to own lives and beliefs.



		<p>(Wudhu).</p> <ul style="list-style-type: none"> <li>To experience a ceremony for a special occasion (Mawlid – the date of Muhammad’s birth).</li> </ul>				
	<p><b><u>Term 1</u></b> Beliefs, Teachings, and Sources</p>	<p><b><u>Term 2</u></b> Practices and Ways of Life</p>	<p><b><u>Term 3</u></b> Expressing Meaning</p>	<p><b><u>Term 4</u></b> Identity, Diversity and Belonging</p>	<p><b><u>Term 5</u></b> Meaning, Purpose and Truth</p>	<p><b><u>Term 6</u></b> Values and Commitments</p>
<p><b>5</b></p> <p>Focus Religion: <b>Buddhism and</b></p>	<p>Pupils will be taught:</p> <ul style="list-style-type: none"> <li>That people have</li> </ul>	<p>Pupils will be taught:</p> <ul style="list-style-type: none"> <li>To understand</li> </ul>	<p>Pupils will be taught:</p> <ul style="list-style-type: none"> <li>About and will visit a</li> </ul>	<p>Pupils will be taught:</p> <ul style="list-style-type: none"> <li>To understand</li> </ul>	<p>Pupils will be taught:</p> <ul style="list-style-type: none"> <li>About reincarnation</li> </ul>	<p>Pupils will be taught:</p> <ul style="list-style-type: none"> <li>To share their own</li> </ul>



<b>Christianity</b>	<p>different beliefs and build upon their knowledge of beliefs (Y1/2/3/4).</p> <ul style="list-style-type: none"><li>• That Buddhists do not believe in a God but they worship the Buddha.</li><li>• That Buddhists believe in a sacred book (Tripitaka).</li></ul>	<p>the importance of Dhamma (teaching).</p> <ul style="list-style-type: none"><li>• That Buddhists believe in the 'four noble truths' - (Dukkha, Samudaya, Nirodha and 'Noble Eightfold Path').</li><li>• That Buddhists worship (Puja) every month at home or in a temple.</li><li>• To understand the importance of the Three Refuges</li></ul>	<p>place of worship (Temple in Eastbourne).</p> <ul style="list-style-type: none"><li>• To recall the key features of a Buddhist temple (Prayer flags, Lotus flower, Buddha statue) and to explain the value and meaning of these features.</li><li>• To explore a Buddhist shrine (Buddha statue, candles, and an incense burner) and explain the value of each</li></ul>	<p>why meditation is an important time for Buddhists.</p> <ul style="list-style-type: none"><li>• To know the ways that meditation can be completed (walking, sitting down, looking at something special etc).</li><li>• To understand the importance of the wheel of life and compare this to Hindu beliefs.</li><li>• To understand the importance</li></ul>	<p>/rebirth, and compare these ideas to Hindu beliefs.</p> <ul style="list-style-type: none"><li>• To discuss the concept of Karma and compare this similar beliefs in Hinduism.</li><li>• To reflect on the stories and people from the Tripitaka (e.g. 'The Goat Who Saved the Priest' / 'The Wind and the Moon' / 'The Dancing Peacock').</li></ul>	<p>beliefs and things that are important to them</p> <ul style="list-style-type: none"><li>• To know that Buddhists have 5 'precepts' (rules) and to compare these to the Islamic and Christian rules / Commandments.</li></ul>
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		(Three Jewels).	of these features.	of Sangha (community). <ul style="list-style-type: none"> <li>To discuss links to own lives and beliefs.</li> </ul>		
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<b>6</b> Focus Religion: Sikhism and	Pupils will be taught: <ul style="list-style-type: none"> <li>That people have</li> </ul>	Pupils will be taught: <ul style="list-style-type: none"> <li>That Sikhs pray to God</li> </ul>	Pupils will be taught: <ul style="list-style-type: none"> <li>About and will visit a</li> </ul>	Pupils will be taught: <ul style="list-style-type: none"> <li>To study a range of Sikh</li> </ul>	Pupils will be taught: <ul style="list-style-type: none"> <li>To explore the</li> </ul>	Pupils will be taught: <ul style="list-style-type: none"> <li>To share their own</li> </ul>



<p><b>Christianity</b></p>	<p>different beliefs and build upon their knowledge of beliefs (Y1/2/3/4/5).</p> <ul style="list-style-type: none"> <li>• That Sikhs believe in one God and that He is the creator of the universe (many links to Christian beliefs - see 'Rethink RE' document)</li> <li>• That the Holy book of Sikhism is 'The Guru Granth Sahib'</li> <li>• To know the History of the 10 Gurus.</li> </ul>	<p>in a church or at Gurdwara (which means doorway to the Guru.)</p> <ul style="list-style-type: none"> <li>• That Sikh prayers are held twice a day - morning and evening and that these are called...</li> <li>• To explain traditional Sikh ceremonies, such as Baisakhi, or Vaisakhi (the festival which celebrates Sikh New Yea) and the founding of the Sikh community</li> </ul>	<p>place of worship, called a Gurdwara.</p> <ul style="list-style-type: none"> <li>• To recall key features of a Gurdwara and explain the importance of these features.</li> <li>• To explore key Sikh traditions.</li> </ul>	<p>life ceremonies (baby naming ceremony, marriage ceremony, rituals surrounding death).</p>	<p>significance of the '5 Ks of Sikhism'.</p> <ul style="list-style-type: none"> <li>• To understand that the '5 Ks' symbolise that the Sikh who wears them has dedicated themselves to a life of devotion and submission to the Guru.</li> <li>• To recall the 5 Ks and the meaning of each of these: The 5 Ks are: Kesh (uncut hair) Kara (a steel bracelet) Kanga (a wooden comb) Kaccha - also spelt,</li> </ul>	<p>beliefs and things that are important to them</p> <ul style="list-style-type: none"> <li>• To compare the key features of Christianity, Judaism, Hinduism, Islam, Buddhism and Sikhism and recall key similarities and differences between them.</li> <li>• To compare the 11 Virtues (Where are the 11 Virtues taught???) to</li> </ul>
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		in 1699.			Kachh, Kachera (cotton underwear) Kirpan (steel sword)	the Commandments / pillars / rules of other religions.
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