



# Willow Wood Community Nursery and Primary School Religious Education Progression Grid



The progression grid outlines the specific knowledge which pupils are expected to learn in each phase, over a two year cycle, along with the specific vocabulary which supports this understanding.

## RE Knowledge (Christianity)

<b>Knowledge</b>	<b>At EYFS:</b>	<b>Year 1:</b>	<b>Year 2:</b>	<b>Lower KS2:</b>	<b>Upper KS2:</b>
	<p>Develop curiosity as to why Christians do nativity at Christmas.</p> <p>Explain why Christians give and receive presents at Christmas.</p> <p>Explain why Christians say Jesus is special.</p> <p>Wonder why a minister pours water on babies in Baptism.</p> <p>Talk about some things Christians might do in Church.</p> <p>Recall key important aspects of the Easter story and begin to explain why Christians think the resurrection is important.</p>	<p>Identify key aspects of the Christmas story and explain why Jesus was good news for Christians.</p> <p>Explain how Christians view the creation of the world and try to take care of it.</p> <p>Evaluate what it means to Christians to belong to a church.</p> <p>Talk about how Christians might use symbols in a church building and begin to suggest reasons why.</p>	<p>Explain why Christians might choose to follow Jesus.</p> <p>Recall key teachings Christians believe about God found in the 'lost' parables, the parable of the Good Samaritan and other parables studied.</p> <p>Describe key important things Christians believe about Jesus and refer to the Easter story, life and teachings of Jesus.</p> <p>Evaluate key teachings studied from the Bible and explain why they may be important to Christians.</p>	<p>Explain how Christians see God as 'Three in One' through symbols.</p> <p>Analyse what Christians can learn about Jesus from nativity stories.</p> <p>Describe and suggest reasons why Christians call Jesus, Saviour.</p> <p>Explain the concept of salvation.</p> <p>Describe how Christians live their lives as disciples.</p>	<p>Describe how celebrating Easter shows a Christian understanding of Sacrifice and Reconciliation.</p> <p>Outline how Christians around the world read the Bible to maintain their relationship with God.</p> <p>Explain how Christians seek to live to advance the Kingdom of God on Earth.</p> <p>Make connections between Christianity, Judaism and Islam.</p> <p>Describe how references to Jesus' death and resurrection found in the Church (artefacts, ritual or text) reinforce the idea of forgiveness.</p>

## RE Knowledge (Other Religions)

Knowledge	<p><b>At EYFS:</b></p> <p><u>Islam</u> Talk about Muslim special book – Qur'an, the stories that Muhammed taught the people and how Muslims help other people.</p> <p><u>Hinduism</u> Recall important aspects of Diwali and why it is a festival of lights.</p> <p><u>Judaism</u> Wonder why a candlestick needs so many candles (Menorah)</p>	<p><b>Year 1:</b></p> <p><u>Islam</u> Talk about who Muslims say Allah and Muhammed (pbuh) are e.g. 99 names of Allah/Prophet of God. Explain that the Qu'ran is the holy book of Islam and say how it should be treated. Show an understanding of at least two Muslim artefacts and explain how they are uses. Describe at least three things that might happen at a Muslim baby's naming ceremony. Describe at least three things that might happen at a Muslim marriage.</p>	<p><b>Year 2:</b></p> <p><u>Judaism</u> Identify that the Torah is a holy book for Jews and how there are rules to help guide a Jew in their lives. Tell you why Shabbat is important to a Jew and how Jews may go to Synagogue during this period. Identify some different artefacts and symbols of Judaism and recognise some of these in the Synagogue.</p>	<p><b>Lower KS2:</b></p> <p><u>Islam</u> Identify and understand that Muslims believe the Prophets who came before Muhammed (PBUH) all taught the same message and that Muhammed is the last and final prophet. Recall at least three key facts about the story of the 'Night of Power' Muhammed's first revelation. Recognise the Qu'ran and identify it with Islam. Explain how and why Muslims treat it with respect and believe it to be the exact words of 'Allah' (God). Describe three ways in which Muslim worship shows devotion to Allah making reference to life at home and in the Mosque. Analyse how the main features of a mosque explain Muslim key beliefs.</p> <p><u>Judaism</u> Reflect on why and how Jews worship. Explain the importance of the Covenant of Jews. Explain key features in a synagogue, how worship happens there and explore how this relates to Jewish belief. Evaluate why Pesach is important to Jews as an act of commemoration.</p> <p><u>Sikhism</u> Explain how Sikhs believe in all pathways leading to God. Tell you about the founder of Sikhism, Guru Nanak and recall key events in his life. Tell you about what happens in the Gurdwara and how the Guru Granth Sahib is treated with respect. Explain the symbolism of the 5Ks. Analyse how Sikhs show community and equality in their lives.</p>	<p><b>Upper KS2:</b></p> <p><u>Islam</u> Identify, describe and explain key Muslim beliefs related to Allah (God). Understand Muslims believe that to have 'inner peace with God' humans must follow and submit to Allah's guidance and will. Name the Five Pillars and explain why they are important to Muslims Explain and assess how all Muslims are part of the 'Ummah' by showing how the Five Pillars enable Muslims to have peace with God. Explain how Muslims' organisations help people in need.</p> <p><u>Hinduism</u> Explain how a Hindu may worship at home or in the Mandir. Describe and explain how a Hindu celebrates Diwali and Holi. Explain how a Hindu may view God. Retell some Hindu stories and explain their significance for a Hindu. Analyse a Hindu's journey of life and significant events along the way.</p>

## RE Knowledge (Other Religions)

Knowledge	At EYFS:	Year 1:	Year 2:	Lower KS2:	Upper KS2:
				<p><u>Humanism</u> Describe the main beliefs of Humanism and begin to compare it to following a religious belief. Say what Humanists think about God. Explain how Humanists believe they can be happy. Explore the happy human symbol. Describe how Humanists celebrate in their lives. Explain how Humanists lifestyle plays a role in modern society.</p> <p><u>Baha'i</u> Explain who Baha'u'llah was and His station in the Baha'i Faith. Describe what is meant by the Oneness of Religion. Explore the Baha'i concept of God. Talk about what the Baha'i faith teaches about children. Investigate Baha'i worship and houses of worship. Explain the importance of community life.</p>	

## RE Skills

<b>Skills</b>	<b>At EYFS:</b> Explore own personal experiences and ask questions about the world around them.  Encounter religion and world views through stories, special books, places objects and events.  Visit places of worship  Develop an awareness and empathy for the world around them.  Use specific vocabulary related to religions.  Awareness of uniqueness and diversity.	<b>Year 1:</b> Recognise some religious symbols and words.  Talk about own experiences and can link these to the communities to which they belong.  Ask questions about them, who they are, showing awe and wonder.  Ask questions about Creation and God.  See how they can work together with others even if they have differences.  Ask and respond to questions about what communities do, and why. Identify what difference belonging to a community might mean.  Tell you different ways of expressing identity and belonging.  Ask questions about belonging, meaning and truth and can express their own ideas and opinions.  Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life.  Find out about and respond with ideas of examples of co-operation between people who are different.	<b>Year 2:</b> Talk about a practice from a religion.  Retell a religious story using prompts and know that it is from a sacred text and is special to some people.  Can ask 'who', 'what' and 'when' questions when exploring a religion.  Start to share their opinions and say what is important to them and others.  Can say which ideas are important to them and can say why they think it to be right or wrong.  Retell and suggest meaning to some religious and moral stories.  Explore and discuss sacred writing and sources of wisdom and recognising the communities from which they come.  Recognise different symbols and actions which express a community's way of life, appreciating some similarities between communities.  Notice and respond sensitively to some similarities and differences between different religions and world views.  Find out about questions of right and wrong and begin to express own ideas and opinions.  Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, and find out about the meanings behind them.	<b>Lower KS2:</b> Describe religions and world views, connecting my ideas and prior learning.  Understand the commitment and dedication needed for those who follow a religion or non-religions world view.  Make connections between different stories/sayings and what they teach followers of different religions/world views.  Explore belief in action and make connections with my own life and communities.  Discuss why worshippers choose to attend a particular place of worship and what it means to belong.  Reflect on own values and explore what they can learn from the values of believers.  Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.  Observe and understand varied examples of religions and world views and explain, with reasons, their meanings and significance to individuals and communities.  Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between religions and world views.  Discuss own and other's spiritual experiences and find connections between communities.  Explain the religions and world views which they encounter clearly, reasonably and coherently.  Explore and make personal informed responses to ultimate questions. Explore the 'Golden Rule' and consider thoughtfully and respectfully how this affects my own and others' lifestyles	<b>Upper KS2</b> Give thoughtful responses using different forms of expression.  Consider an aspect of a religion and show differences and similarities to other religions or world views.  Consider and discuss examples of key leaders in stories from different religions or world views as peacemakers and what this means.  Describe and make connections between different features of the religions and world views studied.  Talk about celebrations, worship, pilgrimages and rituals which mark important points in life and reflect on ideas.  Describe and understand the links between stories and other aspects of the communities they have investigated.  Respond thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.  Understand the challenges of commitment to a community suggesting why belonging to a community may be valuable both in the diverse communities studied and in their own life.  Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all and respond thoughtfully to ideas about community, values and respect.  Discuss and apply own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express own ideas clearly in response. Explore moral and ethical questions using examples.  Discuss the nature of religion and compare the main disciplines studies.

### Overarching (subject) Vocabulary

<b>EYFS</b>	Christmas, Incarnation , Christians, Easter, God, resurrection, church, baptism, Bible, Nativity, Christianity, minister	Islam, Qur'an, Muhammed, Muslim, Hinduism, Diwali, Rama and Sita, festival, Judaism, Menorah, Worship			
<b>KS1</b>	Christmas, Incarnation Easter, resurrection, salvation, parable, Samaritan, God, symbols, creation, stewardship, good news, Bible, Trinity, Holy Spirit, Saviour, Samaritan, Lost Parables, Prodigal son	Islam, Allah, Muhammed (pbuh), Qur'an, Shahada, Tawhid, Prophethood, Halal	Judaism, Jew, Torah, Hebrew, Synagogue, Shabbat, Hanukkah, Shema		
<b>Lower KS2</b>	Christmas, Incarnation, Easter, resurrection, salvation, parable, God, symbols, creation, stewardship, evolution, good news, bible, Disciple, Lost Parables, prodigal son, Samaritan	Angels, Mosque, Ummah, Iman, Dhikr	Judaism, Jew, Torah, Hebrew, Synagogue, Shabbat, Hanukkah, Shema, Covenant, Israel, Pesach, Rabbi, Bar/Bat Mitzvah, Yahweh	Sikhism, Sikh, Guru Granth Sahib, Gurdwara, Punjabi, Guru Nanak, 5Ks  Humanist, Humanism, Humanity, Atheism, Agnostic, Science, Evidence, Evolution, Golden Rule, Happy human, Celebrant	Baha'i, Baha'u'llah, Oneness of religion, House of worship, Manifestation of God, Progressive Revelation
<b>Upper KS2</b>	Jesus, Christianity, Christians, Church, Christmas, Incarnation, Easter, resurrection, salvation, parable, Samaritan, God, symbols, creation, good news, Bible, Saviour, Messiah, Sacrifice, Reconciliation, Resurrection, Parable, Trinity, Holy Spirit Salvation	Bahah, Achlaq, Shahada, Sawm, Salah, Zakah, Hajj, Kabbah, Pilgrimage, Mumin, Five Pillars	Hinduism, Hindu, Brahman, Vishnu, Shiva, Brhama, Rama, Sita, Hanuman, Diwali, Holi, Puja, Vedas, Mandir, Reincarnation, Karma, Aum, Dharma, Samsara, Moksha		

<b>Ongoing skills</b>	Critical thinking, Religious Tolerance, Investigation, Interpretation, Reflection, Evaluation, Analysis, Synthesis, Application, Expression, Self-Understanding, Communication, Problem Solving
<b>Developing Attitudes</b>	Self-Esteem, Curiosity, Fairness, Respect, Empathy, Wonder, Open-mindedness, Working with others, Sense of Community