



RE- Progression of Knowledge and Skills Document

ODBE and Understanding Christianity



Knowledge						
<p>EYFS Key Questions 1.What makes people special? 2.What is Christmas? 3.How do people celebrate? 4.Why do Christians put a cross in an Easter garden? 5.What can we learn from stories? 6.What makes places special?</p> <p>ODBE Units UC Units</p>	<p>Year 1 Key Questions 1.Is everybody special? 2.Should we celebrate Harvest or Christmas? 3.What is the good news that Jesus brings? 4.Should everyone follow Jesus? 5.Are some stories more important than others? 6.Do we need shared special places?</p>	<p>Year 2 Key Questions 1.Who should you follow? 2.Do religious symbols mean the same to everyone? 3.What do Christians believe God is like? 4.Why does Easter matter to Christians? 5.Can stories change people? 6.How should you spend the weekend?</p>	<p>Year 3 Key Questions 1.Does taking bread and wine show that someone is a Christian? 2.Is light a good symbol for celebration? 3.What is the trinity? 4.Why do Christians call the day Jesus died Good Friday? 5.Is a Hindu child free to choose how to live? 6.Can made-up stories tell the truth?</p>	<p>Year 4 Key Questions 1.Do Muslims need the Qur'an? 2.Does the Christmas narrative need Mary? 3.Does the community of the Mosque help Muslims lead better lives? 4.What kind of world did Jesus want? 5.Did Jesus really do miracles? 6.Does prayer change things?</p>	<p>Year 5 Key Questions 1. Do Murtis help Hindus understand God? 2.Does God communicate with humans? 3.Is a holy journey necessary for believers? 4.Was the death of Jesus a worthwhile sacrifice? 5.Are you inspired? 6.What does it mean if God is holy and loving?</p>	<p>Year 6 Key Questions Are the saints encouraging role models? 2.Is "God made man" a good way to understand the Christmas story? 3.Do clothes express beliefs? 4. What difference does the resurrection make for Christians? 5. What would Jesus do? 6. Can we know what God is like?</p>
KS1			LKS2		UKS2	
<p>Beliefs and teachings (from various religions)</p>	<p>Children begin to recall and name different beliefs and main festivals associated with religions. Children can recognise different religious symbols, their relevance for individuals and how they feature in festivals.</p> <p>Children can:</p> <ul style="list-style-type: none"> a describe the main beliefs of a religion; describe the main festivals of a religion. 		<p>Children can describe the key beliefs and teachings of the religions studied, making some comparisons between religions. Children expand on their knowledge of world religions from KS1.</p> <p>Children can:</p> <ul style="list-style-type: none"> a describe the key teachings and beliefs of a religion; b begin to compare the main festivals of world religions; <p>refer to religious figures and holy books.</p>		<p>Children can explain how beliefs and teachings can make contributions to the lives of individuals and communities. Children can compare the key beliefs and teachings of various religions, using appropriate language and vocabulary and demonstrating respect and tolerance.</p> <p>Children can:</p> <ul style="list-style-type: none"> a recognise and explain how some teachings and beliefs are shared between religions; <p>explain how religious beliefs can shape the lives of individuals and contribute to society.</p>	



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Rituals, ceremonies and lifestyles (from various religions)	<p>Children begin to explore daily practices and rituals of religions, identifying religious practices and recognising that some are featured in more than one religion. Children begin to reflect on their own experiences of attending ceremonies.</p> <p>Children can:</p> <ul style="list-style-type: none"> a recognise, name and describe religious artefacts, places and practices; b explain religious rituals and ceremonies and the meaning of them, including their own experiences of them; <p>observe when practices and rituals are featured in more than one religion or lifestyle.</p>	<p>Moving on from KS1, children look at the concepts of belonging, identity and meaning. Children understand what belonging to a religion might look like, through practices and rituals, and what it might involve. Children begin to discuss and present thoughtfully their own and others' views. Children also explore pilgrimages as a part of a religious life.</p> <p>Children can:</p> <ul style="list-style-type: none"> a identify religious artefacts and how they are involved in daily practices and rituals; b describe religious buildings and how they are used; <p>explain religious ceremonies and rituals and their importance for people's lives and sense of belonging.</p>	<p>Children look further at the concepts of belonging, identity and meaning. They understand how certain features of religion make a difference to individuals and communities. Children also explore the rituals and ceremonies which mark important points in life. Moving on from LKS2, children will have the opportunity to explore non-religious ways of life.</p> <p>Children can:</p> <ul style="list-style-type: none"> a explain practices and lifestyles associated with belonging to a faith; b explain practices and lifestyles associated with belonging to a non-religious community; c compare lifestyles of different faiths and give reasons why some people within the same faith choose to adopt different lifestyles; <p>show an understanding of the role of a spiritual leader.</p>
How beliefs are expressed	<p>Children explore a range of sources of wisdom and the traditions from which they come. They can suggest some meanings to religious stories. Children begin to recognise different symbols and how they express a community's way of life.</p> <p>Children can:</p> <ul style="list-style-type: none"> a name religious symbols and the meaning of them; b learn the name of important religious stories; retell religious stories and suggest meanings in the story. 	<p>Children explore the expression of beliefs through books, scriptures, art and other important means of communication. Children then move on to exploring a range of beliefs, symbols and actions to express meaning. Children can explain the meaning of religious stories and sources of wisdom and the traditions from which they come.</p> <p>Children can:</p> <ul style="list-style-type: none"> a begin to identify religious symbolism in different forms of art and communication; b looking at holy texts and stories, explain meaning in a story; <p>express their beliefs in different forms, with respect for others' beliefs and comparing beliefs.</p>	<p>Children continue to explore the expression of beliefs through books, scriptures, art and any other important means of communication, as in LKS2. Children then move on to exploring a range of beliefs, symbols and actions so they can understand different ways of life and expressing meaning. Children can explain meaning of religious stories, sources of wisdom and the traditions from which they come.</p> <p>Children can:</p> <ul style="list-style-type: none"> a explore religious symbolism in literature and the arts; b explain some of the different ways individuals show their beliefs; <p>share their opinion or express their own belief with respect and tolerance for others.</p>
Reflection and personal growth	<p>Children look at how an appreciation of religion plays an important role in the lives of some people. They make links to expressing identity and belonging and what is important to them.</p> <p>Children can:</p> <ul style="list-style-type: none"> a identify things that are important in their lives; b ask questions about the puzzling aspects of life; <p>understand that there are similarities and</p>	<p>Children further explore how an appreciation of religion plays an important role in the lives of some people. They make links to expressing identity and belonging, including links to communities they may belong to. They notice and respond sensitively to different views.</p> <p>Children can:</p> <ul style="list-style-type: none"> a understand that personal experiences and feelings can influence their attitudes and actions; b offer suggestions about why religious and non- 	<p>Children continue to develop their understanding how an appreciation of religion plays an important role in the lives of some people. They make links to expressing identity and belonging, and notice and respond sensitively to different views. Children can then discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair.</p>



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	differences between people.	religious leaders and followers have acted the way they have; c ask questions that have no agreed answers, and offer suggestions as answers to those questions; d understand that there are similarities and differences between people and respect those differences.	Children can: a recognise and express feelings about their identities and beliefs; b explain their own opinions about tricky concepts and tricky questions that have no universally agreed answers; explain why their answers may be different from someone else's and respond sensitively.
Values (in your own life and others lives)	Children look at and appreciate how many people's values are an important aspect of their lives. Children look at religious stories to understand actions and consequences. Children begin to make connections to their own lives, looking at their own actions and consequences and choices they can make. Children can: a look at how values affect a community and individuals; b explain how actions can affect other people; understand that they have their own choices to make and begin to understand the concept of morals.	Children develop their appreciation of the ways in which people's values are an important aspect of their lives. They make links to responsibility and citizenship and choices they make affecting their lives. Children begin to understand the concept of shared values and how a community can use shared values. Children can: a make informed choices and understand the consequences of choices; b describe how shared values in a community can affect behaviour and outcomes; c discuss and give opinions on morals and values, including their own.	Children continue to develop their appreciation of the ways in which people's values are an important aspect of their lives. They make links to responsibility and citizenship. Children begin to understand the concept of shared values and how a community can use shared values. Moving on from their previous learning, children begin to strengthen their capacity for moral judgements. Children can: a explain why individuals and communities may have similar and differing values; b show an awareness of morals, question morals and demonstrate an ability to make choices, understanding the consequences; express their own values while respecting the values of others.
UK and World Religion	That many people have a belief in God or divine being, but others do not.	Children are aware that many different faiths are followed in the UK and worldwide.	The names of the main 6 religions in the UK and a range of others, including non-religious worldviews.
Key Beliefs in the Christian faith	The core beliefs and stories of Christianity e.g. God, Creation, Incarnation, Salvation, Christmas, Easter and some stories that Jesus told.	The core beliefs, concepts and practices of Christianity: e.g. God, Creation, Incarnation, Salvation, Bible, communion, baptism, prayer, Lent, Easter, Christmas etc.	The key beliefs of Christianity and some of the diverse practices of different denominations.



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Key Texts	That there are links between the stories in the bible and the concepts and the practices of Christians.	That there are links between the texts, concepts, practices and life and identity historically and today.	Key texts that support Christian teaching and the different genres of writing found within the Bible.
Beliefs and practices	The core beliefs and stories of Hinduism/Judaism (or other faith as appropriate) e.g. God, Creation, Family and stories of Abraham, Joseph and Moses.	The core beliefs, concepts and practices of one other world religion or non-religious worldview (depending on Locally Agreed Syllabus) and where that religion sits on a timeline.	The key beliefs and some of the diverse practices of some or all of Judaism, Islam, Hinduism and Sikhism. (according to Locally Agreed Syllabus).
Comparative religion	The names and features of the places of worship associated with Christianity and Hinduism (or other faith as appropriate). The key practices that are shared by Judaism and Christianity e.g. prayer, worship, celebration. The names and features of the places of worship associated with Christianity and Judaism (or other faith as appropriate).	The key characters in the Biblical narrative for Christianity and Hinduism (or other faith as appropriate)	The elements that many religions have in common – e.g. prayer, worship, faith, commitment, sacred text, sacred place, numinous, God/divine being, leaders and followers, rites of passage.
Religious vocabulary	Religious vocabulary appropriate to age (God, Jesus baptism, Judaism, sukkot, harvest, gospel, Rabbi, Vicar, synagogue, Mosque, symbol, Torah, Parable, resurrection, salvation etc.).	Religious vocabulary appropriate to age (communion, eucharist, Aum, Brahma, Brahman, Deity, Ganesha, Ganges, Krishna. Puja, Trimurti, Vishnu, Hanukkah, advent, altar, Celebration. Festival, God. Heaven, Holy Spirit, prophecy, pilgrimage, Pentecost etc.).	Religious vocabulary appropriate to age (Resurrection, Nativity, Incarnation, Reconciliation, salvation, saints, persecution, commitment, martyr, messiah, Judaism, Hijab, Niqab, Burka, Kppurl, 5 Kakkars, disciples, Holy spirit, Islam, Qu’ran, Allah, Shahadah, Muhammed etc.).
Bible studies	To Know some of the main parables of the bible and the messages they convey as moral stories.	To know that there are two books in the bible and how this are divided into chapters and verses	How to use a Bible to find given references and to evidence arguments.



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Faith through other medium	How religious ideas can be portrayed in medium such as art, drama or music.		
Interpretation of texts	Children understand that the parables in the bible have important messages about life.	Children understand that there may be different opinions about a religious text.	That most religious texts can be interpreted in a variety of ways
Symbols and the influence of faith on its followers	To recognise and describe the key symbols attributed to Christianity and Hinduism	To be able to recognise and describe a range of symbols connected to the religions covered.	That religious belief influences believers' responses to some of the big questions of life, as well as responses to world events, local events and other people.
Debate	How to share and justify an opinion	How to put across a point of view and listen sympathetically to the views of others.	How to argue, debate and dialogue with those with different points of view
Skills	KS1	LKS2	UKS2
	Identify and name beliefs, festivals, places of worship and religious leaders using simple vocabulary	Make links between beliefs, festivals, places of worship, religious leaders and sacred texts using correct religious terminology	Make clear connections between beliefs and key life events using technical religious vocabulary
	Recall and retell a range of stories from religious and non-religious traditions	Demonstrate how stories from a range of traditions have been and can be interpreted differently	Evaluate the importance of religious texts and stories in establishing beliefs
	Recognise and name core symbols	Describe religious and non-religious symbols and suggest meanings	Give examples of some of the ways that beliefs and practice have changed over time
	Give examples of religious practices	Show how actions and symbols can be linked to meaning and suggest how these may have changed over time	Demonstrate how religious leaders have been influenced by texts
	Make simple links between beliefs and behaviours	Make clear textual links between beliefs, behaviours and moral and ethical choices	Show how inspiration can lead believers to take courageous actions and show commitment



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	Recognise basic similarities and differences between religions and individuals	Make links between the interpretation of text and diversity of belief	Explain how different genres of text can be read in different ways and lead to conflicting interpretations
	Share and justify their own opinions	Offer justifications for their own and others' opinions	Evaluate their own and other peoples' opinions, challenging others where necessary
	Ask appropriate and relevant questions	Ask and suggest answers to challenging questions about life and beliefs	Raise questions about the appropriateness of ethical and moral actions, supporting their responses with appropriate evidence
	Listen respectfully to the opinions of others	Respond appropriately to the opinions of other people	Respond appropriately to the opinions of other people
	Make links between learning and their own lives	Show how their learning has challenged their thinking about reality and ethics	Demonstrate with examples how their thinking has been challenged and changed by their learning.