

Knowledge & Skills Progression: EYFS to Year 6

Religious Education Curriculum

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Cultural Capital
Making Sense of Beliefs and concepts	<ul style="list-style-type: none"> •Begin to know about their own cultures and beliefs and how and why they celebrate main festivals. •Listen to religious stories. 	<ul style="list-style-type: none"> •Learn about key teachings of a religion. • Know some of the main festivals or celebrations of a religion. • Recognise and name some religious symbols and places. 	<ul style="list-style-type: none"> •Identify the core beliefs of religions studied. • Know some of the main stories from religions (e.g. the meaning behind a festival). • Recognise and name some religious symbols and places. 	<ul style="list-style-type: none"> •Identify the core beliefs and concepts of religions studied. • Give examples of how stories show what people believe (e.g. the meaning behind a festival). • Describe religious buildings and identify key features and artefacts. 	<ul style="list-style-type: none"> •Identify and explain the core beliefs and concepts of major religions. • Know a range of key stories from religions, and what these show about people's beliefs. • Give clear, simple accounts of what stories and texts mean to believers. 	<ul style="list-style-type: none"> •Identify and explain the core beliefs and concepts of major religions, • Explain how some teachings and beliefs are shared between religions. • Describe examples of ways in which people use text/sources to make sense of core belief. 	<ul style="list-style-type: none"> • Identify and explain the core beliefs and concepts studied, using examples from key sources. • Explain how some teachings and beliefs are shared between religions. • Describe examples of ways in which people use text/sources to make sense of core belief. 	<p>Visit places of worship: St Giles Church, Glos Mosque, Gloucester Cathedral.</p> <p>Awe & wonder at our Forest School/Friend-Ship Garden.</p>
Understanding the Impact of religious practices	<ul style="list-style-type: none"> •Explore the idea that people have different thoughts, feelings and ideas from each other and they may worship and show their beliefs differently. •Take part in religious festivals and events using singing, acting & prayer and drawings. 	<ul style="list-style-type: none"> •Explore religious practices beliefs and concepts practically. • Share understanding of morals. • Perform and take part in religious festivals and events using singing, acting, prayer and drawings. 	<ul style="list-style-type: none"> •Give examples of how people use stories, texts and teachings to guide their lives. • Share and discuss an understanding of morals. • Present their knowledge using presentations, drama, singing, prayer and drawings. 	<ul style="list-style-type: none"> •Give examples of how people use stories, texts and teachings to guide their lives. • Discuss and give opinions on religions and stories involving moral dilemmas. • Gather and present their knowledge using presentations, drama, singing, prayer and drawings. 	<ul style="list-style-type: none"> •Describe how people show their beliefs in how they worship and in the way they live their lives. • Discuss and give opinions on stories involving moral dilemmas. • Use texts, artefacts, research and other sources to present key aspects of religious beliefs and concepts. 	<ul style="list-style-type: none"> •Compare religious practices including how people put their beliefs into action in different communities or cultures. • Discuss and give opinions on stories involving moral dilemmas. • Use texts, artefacts, research and other sources to present key aspects of religious beliefs and concepts. 	<ul style="list-style-type: none"> •Compare and contrast religious practices including how people put their beliefs into action in different communities or cultures. • Show an awareness of morals and right and wrong beyond rules (i.e. wanting to act in a certain way despite rules). • Use texts, artefacts, research and other sources to present key aspects of religious beliefs and concepts. 	<p>Learn Harvest /Easter/Christmas songs/ poems etc and then take part in community services at St Giles Church, Muddy Worship.</p> <p>Vote for annual charity to support – explore how working together can make a difference.</p> <p>Act out Bible stories in Worship.</p>

Religious Education Curriculum

Making Connections and sharing ideas

- Think about what is important to them and how this links with religious stories.

- Think, talk and ask questions about key religious stories.
- Identify the things that are important in their own lives and compare these to religious beliefs.
- Ask questions about puzzling aspects of life.

- Think, talk and ask questions about key religious stories, figures and beliefs.
- Make simple connections between some of the beliefs and practices studied and their own life.
- Ask and discuss questions about puzzling aspects of life.

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- Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own.
- Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils live and think.
- Give good reasons for the views they have and the connections they make.

- Make connections between the beliefs and practices studied evaluating and explaining their importance to different people (e.g. believers and atheists).
- Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils live and think.
- Consider how the ideas they have studied relate to their own experiences.

- Make connections between the beliefs and practices studied evaluating and explaining their importance to different people (e.g. believers and atheists).
- Reflect on and articulate lessons people might gain from the beliefs / practices studied including their own responses, recognising others may think differently.
- Consider how ideas studied relate to their own experiences of the world today, developing insights of their own and giving reasons for their views.

Visits from Open The Book and our local vicar to bring Bible stories to life.

Take part in Art/RE Competition Spirited Arts (NATRE) & Glos Diocese

Visit from a Humanist.

Consider the connection between Genesis and science. How can they be interpreted? Literally or poetically?

Vocabulary Progression

•EYFS

God, Earth, world, wonderful, Jesus, human form, precious, special, Christians, Easter, 'He saves', love, family, friends, Moses, Mary, Joseph, Ten Commandments, Easter, Harvest, Christmas

•YEAR 1

Christians, Bible, church, Lord, worship, story, create/creation, creator, care, Bethlehem, good news, celebrate, Christmas, born, forgiveness, living, cross, Easter story, new life, Salvation,

•YEAR 2

King, parable, universe, relationship, creator, sustainer, belongs, Bethlehem, good news, celebrate, birth Advent, preparing, living teachings, hope, special covenant, sacred.

Abraham, Ten Commandants,

•YEAR 3

Father, Son & Holy Spirit, Trinity, prayer, human beings, friendship, Old Testament, Israel, relationship promises, People of God, covenant, followers, challenges, neighbour, Holy Week, Holy Communion, parables teachings

• YEAR 4

Expression, guidelines, benefits, People of God, communities, express, God's power, hypocrisy, social justice, Earthly life, culmination, alive, inaugurated, reflect connection, descendants, promise

• YEAR 5

Confession, almighty, all-knowing, omniscient, eternal sin injustice, debate, Genesis, accounts, discoveries, Exodus, slavery, resurrection, serve, savior, heal, Sermon on the Mount, transforms, New Testament,

•YEAR 6

Omnipotent, confession, interpretation, justice, restore, rescuer, anointed messiah, local community, national community, global community, restoration, victory, Eucharist, incarnate, unjust, social structures, locality,

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	<p>Jews /Jewish, Judaism, celebration, Chanukah, Dreidel festival, Judas, Maccabee, relationship, Shabbat, Sabbath, synagogue, ceremony,</p> <p>Islam, Muslims, Allah, Mosque, worship, 5 pillars, Zakat, Sawm, Akhirah, Muhammad, prophet</p>	<p>slavery, Passover, Torah, prayer shawl,</p> <p>Qur'an, Ramadan, commitment</p>	<p>resurrection, disciples, Pentecost,</p> <p>Shema, Kashrut Kosher, Sedar meal, Hanukkah, Rosh Hashana, Sukkot, Yom Kipper</p> <p>Hindu /Hinduism Diwali, Rama, Sita, Lakshmi, belonging, temple preparations, Brahman, deity Vishnu, Shiva, Ganesh</p>	<p>Bar Mitzvah, Jacob, Isaac</p>	<p>sacrifice, obedience, future</p> <p>Bat Mitzvah, tefillin, tzedakah', Star of David</p> <p>Puja, Gayatri, Mantra, Vedas, purushartha, Dharma River, Ganges, Karma, Samsara, Moksha, Prince Rama, Atman</p>	<p>world,</p> <p>Humanist, atheist, philosophy, ethical, morality, evolution, Sunday Assembly</p>	
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