

Knowledge & Skills Progression: EYFS to Year 6

Religious Education Curriculum

Gloucestershire Syllabus units of study	EYFS	End of KS1	End of KS2	Cultural Capital
F1 Why is God so important to Christians? 1.1 What do Christians believe God is like?	• Listen to stories from the Bible, recall and retell simply. • Express feelings about stories from sacred texts.	• Children will retell Bible stories used by Christians to learn about God; identify core attributes of God (e.g., loving, forgiving) • They will explain how believing in God guides Christian behaviour within the "Big Story" of the Bible		Watch/help 'Open The Book' act our stories from the Bible. Recognise traditional costumes and religious festivals.
F2 Why is Christmas special to Christians? 1.2 Why does Christmas matter to Christians and how do people celebrate it?	• Listen to and retell the Nativity story • Recall simply what happens when a baby is welcomed into a religion other than Christianity. • Retell religious stories with artefacts, making connections with personal experiences. Share and record occasions when things have happened in their lives that made them feel special.	• Children will begin to recognise the word 'incarnation' as describing the belief that God came to Earth as Jesus. • They will retell the Nativity story • They will be able to recall simply what happens at a traditional Christian festival (Christmas). • Children will talk about people who are special to them. • They will say what makes their family and friends special to them. • They will reflect on what matters in their own lives		Take part in Nativity/Christingle at St Giles Learn Christmas carols and sing at St Giles.
F4 What special times do people celebrate and why are they important?	• Talk about special time in their lives and why they are special to them. • Children will explore the Easter story through play.	• They will retell Holy Week and Easter stories; connect events to the belief in Salvation (Jesus rescuing humanity) • Children will be able to explain how Christians express resurrection belief in church worship		Take part in Easter Service at St Giles. Reverend Catherine to run a Godly Play session.

Religious Education Curriculum

1.3 Why does Easter matter to Christians, and how do people celebrate it?	•			Bake Easter biscuits.
F6 What stories are important in our school or local area and why?	• Children will talk about stories that are important to them and why. • They will explore a Jewish story and begin to understand why it is important to Jewish people. • They will look inside a Jewish home and explore important objects in the home, comparing to important objects in their own home.	• Children will be able to identify objects inside Jewish homes (e.g., Mezuzah, Shabbat items, prayer shawl) • They will be able to explain how Jewish family traditions encourage charity, good deeds, and family unity		Visit places of worship e.g. St Giles Church, Glos Mosque, Synagogue, Gloucester Cathedral.
1.6 What is it like to be brought up in a Jewish home in the UK today?				
F5 Which places are special for people living in Gloucestershire and why?	• Children will explore a Hindu home and compare this to their home.	• Children will explore Hindu home worship (puja), family shrines, deities, and festival preparations (e.g., Diwali) • They will make comparisons with personal home lives.		Invite a Hindu speaker into school.
1.5 What is it like to be brought up in a Hindu home in the UK today?				
1.4 What is it like to be brought up in a Christian home in the UK today?	• Children will think and talk about their own family traditions. • They will explore a Christian home and some objects found therein.	• Children will explore daily life, routines, and symbols in British Christian households • They will compare family traditions with their own		Invite Reverend Catherine to talk about her family traditions/life.

Religious Education Curriculum

F4 What special times do people celebrate and why are they important? 1.7 What is it like to be brought up in a Muslim home in the UK today?	•Children will talk about special times in their homes. •They will explore a Muslim home and compare it to their own.	• Children will observe Muslim household routines • They will be able to explain how belief in God and the example of Prophet Muhammad guide daily actions, prayer, and family relationships		Visit the mosque in Gloucester or invite a Muslim in to talk about their home.
F3 How might people in Gloucestershire show they belong together? 1.8 What is it like to be part of the Muslim community in the UK (and beyond)?	•Children will explore a mosque •They will talk about way people belong in their community and compare this to a Muslim community in the UK.	• They will investigate the role of the mosque and the ummah (global Muslim community) • Children will be able to explain how collective worship and charities support members and the wider community		Visit St Giles to explore ways in which the faith community help each other. Invite a Muslim into school to talk about the Mosque and its community.
1.9 How do stories and art express Worldviews?	•Children will listen to stories and create artwork to reflect the story.	• Children will interpret how sacred stories, geometric art, and visual media express core beliefs across Christian, Muslim, Hindu, and non-religious worldviews		Take part in Spirited Arts Competition.
1.10 How can someone's worldview be seen in the choices they make?	•Children will think about things that are special to them and why.	• They will explain how personal beliefs, values, and worldviews shape individual choices, commitments, and ethical behavior		Invite member of Hillesley & Tresham Council to talk about how values guide responsible decision-making, ethical behaviour and respectful participation in a diverse society.
			End of KS2	Cultural Capital

Religious Education Curriculum

L2.1 What do Christians learn from the Creation story?			- Children will Analyse the Genesis creation account - They will explain belief in God as Creator and sustainer - Children will evaluate Christian ideas on stewardship and caring for the Earth	Awe & wonder at our Forest School/Friend-Ship Garden. Take part in community services at St Giles Church Harvest) and Muddy Worship.
U2.2 Creation and Science: conflicting or complementary?			- Children will compare Genesis creation accounts with scientific theories of cosmology and evolution - They will be able to evaluate diverse Christian interpretations (literal, metaphorical, complementary)	
L2.6 How do Jews in England celebrate festivals, and how does this show what matters to them?			- Children will investigate major Jewish festivals (e.g., Passover, Rosh Hashanah, Yom Kippur, Sukkot, Hanukkah) - They will explain how celebrations express core values, history, and covenant commitments	Set up and taste Passover foods in classroom.
U2.6 How does the Torah influence Jewish people today?			Children will evaluate the Torah as a living guide; explain how Mitzvot (commandments), Shabbat, Kashrut (dietary laws), and study shape Jewish identity and social responsibility	Visit Synagogue in Gloucester. Invite a Jewish person in to talk about their faith.
L2.9 What is it like to be Humanist in the UK today?			- Children will explore diverse non-religious positions (Humanism, secularism, atheism, agnosticism) - They will be able to explain how non-religious individuals establish purpose, morality, and understanding of life.	Invite Humanist speaker in to school. Compare views and beliefs with other religions.

Religious Education Curriculum

U2.9 How do non-religious people understand and respond to the world and life?			• Children will explore diverse non-religious positions (Humanism, secularism, atheism, agnosticism) • They will be able to explain how non-religious individuals establish purpose, morality, and understanding of life	Invite a Humanist speaker into school.
L2.2 What might Christians learn from the Old Testament about how to live?			• Children will be able to interpret Old Testament narratives regarding the People of God • They will be able to explain moral guidance on loving God and neighbour • Children will link Old Testament teachings with New Testament Gospel messages	Reverend Catherine to teach a session on the messages of the Gospels
U2.3 How and why do Christians follow the example of Jesus?			• Gospel passages detailing Jesus' teachings (e.g., love, forgiveness, social justice, Kingdom of God) • They will be able to explain how Christians put these ideals into action	Invite vicar in to talk about promises people make to God and how this links with wider world.
L2.7 Why is Muhammad important to Muslims today?			• Children will investigate the rituals and history of Hajj in Makkah • They will be able to explain how pilgrimage expresses submission, equality, historical connection to Ibrahim/Muhammad, and global unity (Ummah)	Take part in an Easter Service. Discuss feelings – what brings hope, sadness and love into our lives?
U2.8 How do Muslims decide what is right and wrong?			• Children will examine sources of moral authority in Islam (Qur'an, Sunnah, Hadith, Shariah, conscience) • They will use these sources of moral authority to contemporary moral issues	Trip to Gloucester Mosque. Ask questions of the Imam to further understand his role, and how Muslims practice submission and self-control.
L2.11 What is the 'golden rule', and how might it be put into practice by people from			• Children will be able to compare environmental ethics across traditions (e.g., Christian stewardship, Islamic Khalifah, Hindu Ahimsa/Prakriti, Humanist ethics)	Invite Humanist speaker in to school. Compare views to other beliefs.

Religious Education Curriculum

different worldviews?				
U2.10 How do organised and individual worldviews help people when times get hard?			Children will evaluate how religious and non-religious worldviews provide comfort, hope, meaning, and community support during times of suffering, loss, or hardship	Visit St Giles and a local foodbank to see community support in action.
L2.4 Do all Christians believe and behave in the same way?			Children will be able to explain the Christian concept of Salvation and Atonement; analyse the theological significance of Jesus' death and resurrection in restoring humanity's relationship with God	Explore Old/New Testament. Visit St Giles, Old Chapel Hall, Gloucester Cathedral. Take part in Art/RE Competition Spirited Arts (NATRE) & Glos Diocese
U2.1 What influence does believing in God as Trinity have on Christian worldviews?			Children will analyse biblical texts, artwork, and analogies to explain the doctrine of God as Trinity (Father, Son, Holy Spirit) and its impact on Christian prayer, worship, and action	
U2.4 Why might the belief that Jesus 'saved' people be so important for many Christians?			Children will be able to explain the Christian concept of Salvation and Atonement; analyze the theological significance of Jesus' death and resurrection in restoring humanity's relationship with God	Celebrate Christian Aid Week. Plan and carry out fundraising coffee morning in Old Chapel Hall.
L2.8 What do different Muslims believe about God			Children will examine sources of moral authority in Islam (Qur'an, Sunnah, Hadith, Shariah, conscience)	Art/RE Competition Spirited Arts

Religious Education Curriculum

and how do they respond?			• They will be able to apply them to contemporary moral issues	
U2.7 How does Hajj show what matters to Muslims in Britain?			• Children will investigate the rituals and history of Hajj in Makkah; explain how pilgrimage expresses submission, equality, historical connection to Ibrahim/Muhammad, and global unity (Ummah).	Invite a Muslim speaker into school.
U2.12 End-of-KS2 open enquiry: pupils choose their own question and method.			• Children will formulate an independent enquiry question; select and apply appropriate disciplinary methods / ways of knowing; gather sources; synthesize and present findings	Invite a Hindu speaker for a Q & A session.
L2.3 For Christians, what kind of world did Jesus want?			• Children will explore Gospel passages detailing Jesus' teachings (e.g., love, forgiveness, social justice, Kingdom of God) • They will explain how Christians put these ideals into action	Perform The Lost Son in Worship.
L2.10 What is the significance of commitment ceremonies?			• Children will compare commitment ceremonies across worldviews (e.g., Christian baptism, Jewish Bar/Bat Mitzvah, Hindu rites, Humanist naming ceremonies)	Explore and learn a range of hymns/songs – explore meaning of these – what is their value and how do they help people?
L2.5 What beliefs do Hindus hold about the Supreme Being?			• Children will be able to explain Hindu teachings on Brahman (Supreme Being) as represented through diverse deities (e.g., Vishnu, Shiva, Trimurti) and sacred texts	Hindu dance workshop.
U2.5 Why might Hindus want to be good?			• Children will explain core Hindu concepts including Karma, Dharma, Samsara, Ahimsa, and Moksha; analyze how these principles motivate moral living and spiritual liberation	Invite a Hindu visitor/Diwali and dance workshop

Religious Education Curriculum

L2.12 What brings people meaning and purpose in life?			Children will analyse case studies from three worldviews (plus their own) to explore what provides human existence with meaning, direction, and value	Invite a range of speakers into school to share different perspectives on the meaning and purpose of life.
U2.11 How might someone's worldview affect how they view and treat the natural world?			Children will compare environmental ethics across traditions (e.g., Christian stewardship, Islamic Khalifah, Hindu Ahimsa/Prakriti, Humanist ethics)	Visit Forest School. Take part in Art/RE Competition Spirited Arts Competition (NATRE) & Glos Diocese

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Religious Education Curriculum

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,

Jews /Jewish, Judaism, celebration, Chanukah, Dreidel festival, Judas, Maccabee, relationship, Shabbat, Sabbath, synagogue, ceremony,

Islam, Muslims, Allah, Mosque, worship, 5 pillars, Zakat, Sawm, Akhirah, Muhammad, prophet

•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, slavery, Passover, Torah, prayer shawl,

Qur'an, Ramadan, commitment

•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 resurrection, disciples, Pentecost,

Shema, Kashrut Kosher, Sedar meal, Hanukkah, Rosh Hashana, Sukkot, Yom Kipper

Hindu /Hinduism Diwali, Rama, Sita, Lakshmi, belonging, temple preparations, Brahman, deity Vishnu, Shiva, Ganesh

• 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

Bar Mitzvah, Jacob, Isaac

• 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, sacrifice, obedience, future

Bat Mitzvah, tefillin, tzedakah', Star of David

Puja, Gayatri, Mantra, Vedas, purushartha, Dharma River, Ganges, Karma, Samsara, Moksha, Prince Rama, Atman

•YEAR 6

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

Humanist, atheist, philosophy, ethical, morality, evolution, Sunday Assembly