

Hudson Road Primary School

Religious Education

Progression of Knowledge, Vocabulary and Skills Document



	<u>Early Years</u> (Discovering)	<u>Year 1</u> (Exploring)	<u>Year 2</u> (Exploring)	<u>Year 3</u> (Connecting)	<u>Year 4</u> (Connecting)	<u>Year 5</u> (Connecting)	<u>Year 6</u> (Connecting)
	<i>Christians plus others</i>	<i>Christians, Jews and Muslims</i>		<i>Christians, Jews, Muslims and Hindus</i>			
<u>Unit of Study One</u>	Special times of the year C + I	Who is a Christian and what do they believe? C	Who is a Jew and what do they believe? J	Who is a Hindu and what do they believe? H	What does it mean to be a Hindu in Britain today? H	What would Jesus do? Can we live by his values in the 21st Century? C	What does it mean to be a Muslim in Britain today? I
<u>Unit of Study Two</u>	Being special: where do we belong? C + I	Who is a Muslim and what do they believe? I	What does it mean to belong to a faith community? C+I+J	What kind of world did Jesus want? C + I	Important events for Christians C + I	Creation and science: conflicting or complementary? Why do some people believe in God and some people not? C + I	Religious texts/ beliefs Why is the torah so important to Jewish people? J + H + C
<u>Unit of Study Three</u>	Which people or places are special and why? C + I	What makes some places sacred to believers? C+I	How should we care for others and the world, and why does it matter? C+I+J	Festivals, worship and family life: how do they show what matters? J + C+ I	How and why do people try to make the world a better place? J + C + I	How does faith help when life gets hard? C + J + I + H	What matters most to Christians and Humanists? C

Unit of Study One

	EYFS	Year 1	Year 2
Big Question	Which times of year and special and why?	Who is a Christian and what do they believe?	Who is Jew and what do they believe?
Knowledge and Skills	<p>Give examples of special occasions that they and others have experienced and suggest features of a good celebration (e.g birthdays/weddings/baptisms)</p> <p>F2: Why is Christmas special for Christians?</p> <p>Recall a simple story connected with Christmas</p> <p>F3: Why is Easter special for Christians?</p> <p>Why is Eid important for Muslims?</p> <p>Recall a simple story connected with Eid</p>	<p>State what do Christians believe God is like.</p> <p>Know who do Christians say made the world.</p> <p>Discover why Christmas matters to Christians. - Disciplinary knowledge focus</p> <p>Explain what is the 'good news' is that Christians believe Jesus brings.</p> <p>Explain why Easter matters to Christians.</p>	<p>Who is Jewish and how do they live?</p> <p>Discuss special people in Judaism and how this influences worship today e.g. How they worship at home.</p> <p>Talk about how the mezuzah in the home reminds Jewish people about God.</p> <p>Talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat.</p> <p>Re-tell a story that shows what Jewish people at the festival of Chanukah might think about God, suggesting what it means. - Disciplinary knowledge focus</p>
Vocabulary	Christianity, Christian, Islam, Muslim, occasion, celebration, special, Christmas, Eid, Easter	God, creation, incarnation, gospel, salvation, Jesus, bible, church, Christian	Torah, Shabbat, Chanukah, Shema, Mezuzah, Judaism, Jew, Rabbi, synagogue, Menorah, Star of David

Unit of Study One

	Year 3	Year 4	Year 5	Year 6
Big Question	Who is a Hindu and what do they believe?	What does it mean to be a Hindu in Britain today?	What would Jesus do? Can we live by the values of Jesus in the twenty first century?	What does it mean to be a Muslim in Britain today?
Knowledge and Skills	<p>Know about the importance of family in Hinduism.</p> <p>Understand about Hindu values.</p> <p>Understand what Karma means to Hindus.</p> <p>Identify important areas in a Mandir and understand why the Mandir is important to Hindus.</p> <p>Explain why Hindus believe pilgrimage to be important.</p> <p>Research and compare what Hindus believe God is like with what Christian’s believe God is like. - Disciplinary Knowledge focus.</p>	<p>Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life.</p> <p>Describe some ways in which Hindus express their faith through puja, aarti and bhajans.</p> <p>Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes.</p> <p>Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others.— Disciplinary knowledge focus.</p> <p>Reach a judgement on what it means to be a Hindu in Britain today? - Disciplinary knowledge focus.</p>	<p>Outline Jesus’ teaching on how his followers should live.</p> <p>Offer interpretations of two of Jesus’ parables and say what they might teach Christians about how to live.</p> <p>Explain the impact Jesus’ example and teachings might have on Christians today. - Disciplinary knowledge focus.</p> <p>Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today.</p> <p>Explain what it means if Christians believe God is holy and loving?</p> <p>Know why Christians believe Jesus was the Messiah?</p> <p>Debate how Christians decide how to live based on the teachings of Jesus. ‘What would Jesus do’? - Disciplinary Knowledge focus.</p>	<p>Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad.</p> <p>Describe and reflect on the significance of the Holy Qur’an to Muslims.</p> <p>Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils.</p> <p>Make connections between the key functions of the mosque and the beliefs of Muslims.</p> <p>Make connections about what it means to be a Muslim in Britain today? - Disciplinary Knowledge focus.</p>
Vocabulary	Karma, mandir, pilgrimage, Diwali, Holi	Puja, aarti, bhajan, dharma, Vishnu, Moksha, Brahma, Shiva, Reincarnation, Brahman	Messiah, moral dilemma, forgiveness, parable, Christianity, Moral, Mission, Interpretation	<p>Five Pillars of Islam</p> <p>Ibadah (worship and believe in action)</p> <p>Shahadah (belief in one God and his Prophet)</p> <p>Salat (daily prayer)</p> <p>Sawn (fasting)</p> <p>Zakat (Alms giving)</p>

Unit of Study Two

	EYFS	Year 1	Year 2
Big Question	Being special: where do we belong?	Who is a Muslim and what do they believe?	What does it mean to belong to a faith community?
Knowledge and Skills	<p>Talk about people who are special to them.</p> <p>Talk about the qualities that make them special.</p> <p>What makes you special?</p> <p>Talk about Jesus as a friend to others and what makes him special.</p> <p>F1: Why is the word 'God' so important to Christians?</p> <p>Talk about God/Allah and what makes them special.</p> <p>What is special in our world?</p> <p>Talk about things I find interesting, puzzling or wonderful in nature and also about my own experiences and feelings about the world.</p> <p>Think about the wonders of the natural world, expressing ideas about how it was made and my feelings towards nature.</p>	<p>1.6 Who is a Muslim and what do they believe?</p> <p>Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 names of Allah</p> <p>Re-tell a story about the life of the Prophet Muhammed</p> <p>Recognise some objects used by Muslims and suggest why they are important</p> <p>Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel</p>	<p>1.10 What does it mean to belong to a faith community?</p> <p>Recognise and name some symbols of belonging from their own experience, for Christians, Muslims and Jews, suggesting what these might mean and why they matter to believers</p> <p>Give an account of what happens at a traditional Christian infant baptism/dedication and suggest what the actions and symbols mean</p> <p>Identify two ways people show they belong to each other when they get married</p> <p>Identify some similarities/differences between the ceremonies studied (and across the religions)</p>
Vocabulary	God, Jesus, Allah, Prophet, nature	Iman, Qu'ran, Mosque, Ramadan	Baptism, Aqiqah, Brit Milah, ketubah, marriage, faith, community, Christianity

Unit of Study Two

	Year 3	Year 4	Year 5	Year 6
Big Question	What kind of world did Jesus want?	Important events for Christians	Creation and science: conflicting or complementary? Why do some people believe in God and some people not?	Religious texts Why is the torah so important to Jewish people?
Knowledge and Skills	<p>L2.1 What do Christians learn from the creation story?</p> <p>L2.2 What is it like for someone to follow God?</p> <p>L2.4 What kind of world did Jesus want?</p> <p>Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings.</p> <p>Describe some ways in which Christians express their faith through hymns and modern worship.</p>	<p>L2.3 What is the 'Trinity' and why is it important for Christians?</p> <p>L2.5 Why do Christians call the day Jesus died 'Good Friday'?</p> <p>L2.6 For Christians, what was the impact of Pentecost?</p> <p>Suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes.</p>	<p>U2.2 Creation and science: conflicting or complimentary?</p> <p>U2.11 Why do some people believe in God and some people not?</p>	<p>U2.9 Why is the Torah so important to Jewish people?</p> <p>U2.7 Why do Hindus want to be good?</p> <p>U2.5 What do Christians believe Jesus did to save people?</p>
Vocabulary	Gospel Good News God Jesus Teaching Fishers of people Peter Andrew John James	Trinity, Pentecost, Good Friday, Palm Sunday, Father, son and holy spirit.	Genesis, theory, atheist , agnostic , debate	Rabbi, Shabbat, Hanukkah, Synaguge, Arc, Torah, Genesis

Unit of Study Three

	EYFS	Year 1	Year 2
Big Question	Which people or places are special and why?	What makes some places sacred to believers?	How should we care for others and the world, and why does it matter?
Knowledge and Skills	<p>Talk about people who are special to you in the local community and how they are similar and/or different.</p> <p>Identify some of the qualities of a good friend and identify your own good friends.</p> <p>Recall and talk about a story where Jesus shows friendship to another.</p> <p>Which places are special and why?</p> <p>Talk about somewhere that is special to themselves, saying why.</p> <p>Be aware that some religious people have places which have special meaning for them.</p> <p>Talk about the things that are special and valued in a place of worship.</p> <p>Recognise a place of worship.</p> <p>Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church/mosque.</p> <p>Be aware that churches have special meaning for Christians.</p> <p>Be aware that mosques have special meaning for Muslims.</p> <p>Talk about the things that are special and valued in church/mosque.</p> <p>Recognise a church.</p> <p>Recognise a mosque.</p>	<p>1.8 What makes some places sacred to believers?</p> <p>Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used.</p> <p>Talk about ways in which stories, objects, symbols and actions are used in churches and mosques show what people believe</p> <p>Visit a church/mosque and talk about what happens there</p> <p>Notice some similarities/differences</p>	<p>1.9 How should we care for others and the world, and why does it matter?</p> <p>Re-tell Bible stories and stories from another faith (Islam/ Judaism) about caring for others and the world.</p> <p>Identify ways that some people make a response to God by caring for others and the world.</p> <p>Talk about issues of good and bad, right and wrong arising from the stories.</p> <p>Talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more.</p> <p>Use creative ways to express their own ideas about the creation story and what it says about what God is like.</p>
Vocabulary	Church, mosque, bible, Qur'an, place of worship	<p>Scared</p> <p>church: altar, cross, crucifix, font, lectern, candles and the symbol of light: ark, Ner Tamid, Torah scroll, tzitzit (tassels), tefillin, tallit (prayer shawl) and kippah (skullcap), hanukkah, bimah; mosque/masjid: wudu; calligraphy, prayer mat, prayer beads, minbar, mihrab, muezzin.</p>	Creation, golden rule, Noah, Noah's Ark

Unit of Study Three

	Year 3	Year 4	Year 5	Year 6
Big Question	Festivals, worship and family life: how do they show what matters?	How and why do people try to make the world a better place?	How does faith help when life gets hard?	What matters most to Christians and Humanists?
Knowledge and Skills	<p>Make connections between stories, symbols and beliefs with what happens in at least two festivals.</p> <p>Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid)</p> <p>Identify similarities and differences in the way festivals are celebrated within and between religions.</p> <p>Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives</p>	<p>What's wrong with the world? How can the 'Golden Rule' help people to work out how to make the world a better place? Repairing the world, rescuing the Earth: what can we learn from this Jewish idea? Who is inspired by Jesus' example of sacrifice? Who is an inspiring Christian person. How do Muslims try to make the world a better place? How do non-religious people try to make the world a better place? Will we all be world-changers? How can we each make the world 'a better place'?</p>	<p>Express ideas about how and why religion can help believers when times are hard, giving examples.</p> <p>Outline Christian, Hindu and/or non-religious beliefs about life after death.</p> <p>Explain some similarities and differences between beliefs about life after death.</p> <p>Explain some reasons why Christians and Humanists have different ideas about an afterlife.</p>	<p>Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples.</p> <p>Describe some Christian and Humanist values simply.</p> <p>Express their own ideas about some big moral concepts, such as fairness or honesty, and compare them with the ideas of others they have studied.</p> <p>Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view.</p>
Vocabulary		Deeds, creator, Ten Commandments, tikkun olam, zakah	Comparison, afterlife, culture, cultures, humanists	