



Blackwater Religious Education- Knowledge Progression- Religions

EYFS (Discovering) Christianity plus other faiths As part of their growing sense of self, their own community and their place within it.	KS1 (Exploring) Christians, Jews and Muslims Pupils may also encounter other religions and worldviews in thematic units, where appropriate.	KS2 (Connecting) Christians, Muslims, Hindus and Jews Pupils may also encounter other religions and worldviews (including non-religious worldviews) in thematic units, where appropriate.
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Christianity	EYFS	KS1	LKS2	UKS2
God	F1 Why is the word 'God' so important to Christians? <ul style="list-style-type: none"> • What does the word 'God' mean? • Which people believe in God? • Which story do Christians and Jews use to think about the Creator? • What do Christians and others (including non-religious) think about the world and how we should treat it? • Retell stories, talk about what they say about the world, God, human beings 	1.1 What do Christians believe God is like? <ul style="list-style-type: none"> • Identify what a parable is • Tell the Bible story of the Lost Son, recognising a link with the Christian idea of God as a forgiving Father • Give accounts of what the story means to Christians • Give examples of how Christians show their belief in God as loving and forgiving and how they put those beliefs into practice in worship 	L2.3 What is the 'Trinity' and why is it important for Christians? (+ Salvation) <ul style="list-style-type: none"> • Recognise what a 'Gospel' is and give an example of the kinds of stories it contains • Offer suggestions about what texts about baptism and Trinity mean • Give examples of what these texts mean to some Christians today • Describe how Christians show their beliefs about God the Trinity in worship in different ways and in the way they live 	U2.1 What does it mean if Christians believe God is holy and loving? <ul style="list-style-type: none"> • Identify some different types of biblical texts, using technical terms accurately • Explain connections between biblical texts and Christian ideas of God, using theological terms • Make clear connections between Bible texts studied and what Christians believe about God • Show how Christians put their beliefs into practice in worship
Creation	<ul style="list-style-type: none"> • Say how and when Christians like to thank their Creator 	1.2 Who do Christians say made the world? <ul style="list-style-type: none"> • Retell the story of creation Genesis 1:1–2:3 • Recognise creation as the start of the 'big story' of the Bible • Say what the story tells Christians about God, Creation and the world • Know what Christians do to thank God for Creation 	L2.1 What do Christians learn from the Creation story? <ul style="list-style-type: none"> • Place the concepts of God and Creation on a timeline of the Bible's 'big story' • Make links between Genesis 1 and what Christians believe about God and Creation • Recognise that the story of 'the Fall' (Genesis 3) gives an explanation of why things go wrong in the world • Describe what Christians do because they believe God is Creator • Describe how and why Christians might pray to God, say sorry and ask for forgiveness 	U2.2 Creation and Science: conflicting or complementary? <ul style="list-style-type: none"> • Identify what type of text some Christians say Genesis 1 is, and its purpose • Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations • Make clear connections between Genesis 1 and Christian belief about God as Creator • Show understanding of why many Christians find science and faith go together
Fall				

People of God			L2.2 What is it like for someone to follow God? <ul style="list-style-type: none"> • Make links between the story of Noah and the idea of covenant • Make links between promises in the story of Noah and promises that Christians make at a wedding ceremony 	
Incarnation	F2 Why is Christmas special for Christians? <ul style="list-style-type: none"> • Recall simply what happens at a traditional Christian festival (Christmas) • Begin to recognise the word 'incarnation' as describing the belief that God came to Earth as Jesus • Retell religious stories • Talk about people who are special to them • Say what makes their family and friends special to them 	1.3 Why does Christmas matter to Christians? <ul style="list-style-type: none"> • Know that stories of Jesus' life come from the Gospels • Retell the story of Jesus' birth and know why he is important for Christians • Give examples of how Christians use the Nativity story to guide their beliefs and actions at Christmas 	L2.3 What is the 'Trinity' and why is it important for Christians? (+ God) <ul style="list-style-type: none"> • Recognise what a 'Gospel' is and give an example of the kinds of stories it contains • Offer suggestions about what texts about baptism and Trinity mean • Give examples of what these texts mean to some Christians today • Describe how Christians show their beliefs about God the Trinity in worship in different ways and in the way they live 	U2.3 Why do Christians believe Jesus was the Messiah? <ul style="list-style-type: none"> • Explain the place of Incarnation and Messiah within the 'big story' of the Bible • Identify Gospel and prophecy texts, using technical terms • Explain connections between biblical texts, Incarnation and Messiah, using theological terms • Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas • Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible
Gospel		1.4 What is the 'good news' Christians believe Jesus brings? <ul style="list-style-type: none"> • Retell Bible stories, recognising a link with the concept of 'Gospel' or 'good news' • Give accounts of what Bible texts mean to Christians • Recognise that Jesus gives instructions to people about how to behave • Give examples of how Christians follow the teachings of forgiveness and peace, and bringing good news to the friendless • Give examples of how Christians put these beliefs into practice in the Church community and their own lives 	L2.4 What kind of world did Jesus want? <ul style="list-style-type: none"> • Identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus • Make links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people' • Suggest ideas then find out about what Jesus' actions towards outcasts mean for a Christian • Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways 	U2.4 How do Christians decide how to live? 'What would Jesus do?' <ul style="list-style-type: none"> • Identify features of Gospel texts • Suggest meanings of Gospel texts studied, and compare their own ideas with ways in which Christians interpret biblical texts • Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives
Salvation (Jesus rescuing people)	F3 Why is Easter special for Christians? <ul style="list-style-type: none"> • Recognise and retell stories connected with celebration of Easter • Say why Easter is a special time for Christians • Talk about ideas of new life in nature 	1.5 Why does Easter matter to Christians? <ul style="list-style-type: none"> • Recognise Incarnation and Salvation as part of a 'big story' of the Bible • Tell Bible stories of Holy Week and Easter, recognising a link with the idea of Salvation • Give examples of how Christians show their beliefs about Jesus' death 	L2.5 Why do Christians call the day Jesus died 'Good Friday'? <ul style="list-style-type: none"> • Recognise the word 'Salvation', and that Christians believe Jesus came to 'save' or 'rescue' people • Offer informed suggestions about what the events of Holy Week mean to Christians • Give examples of what Christians say about the importance of the events of Holy Week 	U2.5 What do Christians believe Jesus did to 'save' people? <ul style="list-style-type: none"> • Outline the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it • Explain what Christians mean when they say that Jesus' death was a sacrifice • Make clear connections between the Christian belief in Jesus' death as a sacrifice and how

	<ul style="list-style-type: none"> Recognise some symbols Christians used during Holy Week and make connections with signs of new life in nature Talk about some ways Christians remember these stories at Easter 	and resurrection in church worship at Easter	<ul style="list-style-type: none"> Make simple links between Gospel accounts and how Christians mark Easter events in their communities Describe how Christians show their beliefs about Jesus in worship in different ways 	<p>Christians celebrate Holy Communion/Lord's Supper</p> <ul style="list-style-type: none"> Show how Christians put their beliefs into practice in different ways
Kingdom of God			<p>L2.6 For Christians, what was the impact of Pentecost?</p> <ul style="list-style-type: none"> Make links between the story of Pentecost and Christian beliefs about the 'kingdom of God' on Earth Offer informed suggestions about what the events of Pentecost in Acts 2 might mean Give examples of what Pentecost means to some Christians now Make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the kingdom of God, and how Christians live now Describe how Christians show their beliefs about the Holy Spirit in worship 	<p>U2.6 For Christians, what kind of king is Jesus?</p> <ul style="list-style-type: none"> Explain connections between biblical texts and the concept of the kingdom of God Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations Make clear connections between belief in the kingdom of God and how Christians put their beliefs into practice Show how Christians put their beliefs into practice in different ways

Religion/Phase	KS1	LKS2	UKS2
Hinduism		<p>L2.7 What do Hindus believe God is like? <i>Brahman (God) and atman</i></p> <ul style="list-style-type: none"> Identify Hindu deities and say how they help Hindus describe God Make links between stories and what Hindus believe about God Offer informed suggestions about what Hindu murtis express about God Make links between beliefs about God and how Hindus live Identify different ways in which Hindu's worship L2.8 What does it mean to be Hindu in Britain today? Karma and dharma Describe how Hindus show their faith within their families in Britain today Describe how Hindus show their faith within their faith communities in Britain today Identify different ways in which Hindus show their faith (nationally and internationally) Identify the terms and say what they mean: dharma, Sanatan Dharma and Hinduism Make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (dharma) 	<p>U2.7 Why do Hindus want to be good? <i>karma/dharma/samsara/moksha</i></p> <ul style="list-style-type: none"> Identify and explain Hindu beliefs, using technical terms accurately Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha, etc. Make clear connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live Connect the four Hindu aims of life and the four stages of life with beliefs about dharma, karma, moksha, etc. Give evidence and examples to show how Hindus put their beliefs into practice in different ways
Islam	<p>1.6 Who is a Muslim and how do they live? <i>God/Tawhid Iman (faith) Ibadah (worship)</i></p> <ul style="list-style-type: none"> Recognise the Shahadah and its importance for Muslims 	<p>L2.9 How do festivals and worship show what matters to a Muslim? <i>Ibadah (worship)</i></p> <ul style="list-style-type: none"> Identify beliefs about God in Islam, expressed in Surah 1 	<p>U2.8 What does it mean to be a Muslim in Britain today? <i>God/Tawhid Iman (faith) Ibadah (worship)</i></p> <ul style="list-style-type: none"> Identify and explain Muslim beliefs about God, the Prophet* and the Holy Qur'an

	<ul style="list-style-type: none"> Identify key Muslim beliefs about God in the Shahadah and the 99 names of Allah, and describe what some mean Give examples of how stories about the Prophet show what Muslims believe about Muhammad Give examples of how Muslims: - use the Shahadah to show what matters to them - use stories about the Prophet to guide beliefs and actions - put their beliefs about prayer into action 	<ul style="list-style-type: none"> Make links between beliefs about God and ibadah Give examples of ibadah (worship) in Islam and describe what they involve. Make links between Muslim beliefs about God and a range of ways in which Muslim's worship 	<ul style="list-style-type: none"> Describe ways in which Muslim sources of authority guide Muslim living Make clear connections between Muslim beliefs and ibadah Give evidence and examples to show how Muslims put their beliefs into practice in different ways
Judaism	<p>1.7 Who is Jewish and how do they live? <i>God/Torah/People & Land</i></p> <ul style="list-style-type: none"> Recognise words of the Shema as a Jewish prayer Retell stories used in Jewish celebrations Give examples of how stories used in celebrations remind Jews about what God is like Give examples of how Jewish people celebrate special times Make links between Jewish ideas of God in stories and how people live Give an example of how Jews might remember God in different ways 	<p>L2.10 How do festivals and family life show what matters to Jewish people? <i>God/Torah/People & Land</i></p> <ul style="list-style-type: none"> Identify Jewish beliefs about God, sin and forgiveness and describe what they mean Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people Offer informed suggestions about the meaning of the Exodus story for Jews today Make simple links between Jewish beliefs about God and his people and how Jews live Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities 	<p>U2.9 Why is the Torah so important to Jewish people? <i>God/Torah</i></p> <ul style="list-style-type: none"> Identify and explain Jewish beliefs about God Give examples of some texts that say what God is like and explain how Jewish people interpret them Make clear connections between Jewish beliefs about the Torah and how they use and treat it Make clear connections between Jewish commandments and how Jews live Give evidence and examples to show how Jewish people put their beliefs into practice in different ways
Non-religious worldviews			<p>U2.10 What matters most to Humanists and Christians?</p> <ul style="list-style-type: none"> Identify and explain Christian and Humanist beliefs about why people are good and bad Make links with sources of authority that tell people how to be good