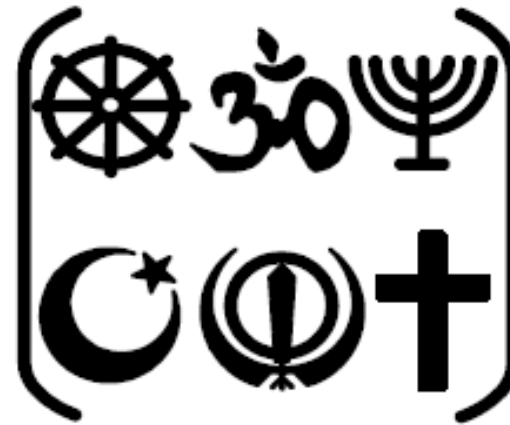


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Progression of Religious Education Knowledge Document

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Sikhism								
	EYFS cycle 1	EYFS cycle 2	Year 1/2 cycle 1	Year 1/2 cycle 2	Year 3/4 cycle 1	Year 3/4 cycle 2	Year 5/6 cycle 1	Year 5/6 cycle 2
			The story of Guru Nanak The 5ks Naming a baby Naam Karam The Gurdwara The Golden Temple	Guru Nanak and the Jasmine flower	The 5ks		The formation of the khalsa, Prepare for a trip to a faith building- the Gurdwara Research a faith charity and plan a charitable act (2 lessons)	
New vocabulary			Guru India, Punjab, Guru Nanak, Kara, Kirpan, Kesh,kanga,Kaccha Gurdwara Naam Karan sikh Gurdwara	Guru Nanak, Jazmine flower,	Khalsa		Khalsa, panj piare, Gurdwara	
Artefacts			5ks		5ks			
Visitors and trips.							The Faith trail trip to the Gurdwara.	

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Hinduism								
	EYFS cycle 1	EYFS cycle 2	Year 1/2 cycle 1	Year 1/2 cycle 2	Year 3/4 cycle 1	Year 3/4 cycle 2	Year 5/6 cycle 1	Year 5/6 cycle 2
Knowledge	Introduction to Diwali		The Mandir		The Hindu home Puja Ganesh Murtis Hindu 7 steps for a wedding Hindu creation story	Upanayana The names and identities of the Hindu gods. Report on the Hindu gods The story of Lakshmi The story of Krishna Reflect on the Hindu gods	Prepare for a trip to a faith building- the Mandir	Understand the key information on Hinduism Explore the god Krishna. Explore a story of Krishna through mime Explore the gods Rama and Sita. Explore the festival of Diwali Presenting information on Diwali The life of Gandhi
New vocabulary	Diwali		Mandir		Ganesh Hinduism Murtis Ganesh Chaturthi Puja Aarti Shrine Aum, The Lotus Flower, Brahma, Vishnu, Shiva	upanayana, Vedas, Lakshmi, Polytheism, Monotheism, God, Murtis, Trimurtir, Madadevas, trideva	Mandir	Hanuman, Krishna, Rama, Sita Karma, Dharma, Ahimsa, Icon
Artefacts	Items from Diwali				Murtis and artwork	Murtis and artwork		Murtis and artwork
Visitors and trips.							The Faith trail trip to the Mandir.	

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Islam								
	EYFS cycle 1	EYFS cycle 2	Year 1/2 cycle 1	Year 1/2 cycle 2	Year 3/4 cycle 1	Year 3/4 cycle 2	Year 5/6 cycle 1	Year 5/6 cycle 2
Knowledge	Introducing Eid al-Fitr The story of the seven birds The story of the seven kittens	The story of the Tiny Ants	The mosque	Muhammad and the crying camel Prayer (wudu and prayer mats etc) Aqiqah The Qur'an Quotes from the Qur'an The boy who threw stones	The 5 pillars of Islam Prayer mat	Research in the Islamic worship	The first Muezzin Islamic relief Map places of worship in our community Prepare for a trip to a faith building- the Mosque. Research a faith charity and plan a charitable act (2 lessons)	The life of Malala The life of Cat Stevens Explore what words of wisdom mean and their value in the Bible and Qur'an Explore what words of wisdom mean and their value from Islam- the night of power
New vocabulary	Eid al-Fitr, Mohammad (pbuh), Islam, Muslim, Mosque	Mohammad (pbuh), Islam, Muslim, Peace be upon him	Mosque	Muhammad,	Sunni Shi'a Mecca, Makkah Salah Halal Muhammad, Abraham	Qur'an,	Muezzin, adhan,minaret, Ka'aba, Surah, Zakat, Ummah Mosque	Qur'an, The night of power
Artefacts				subha, wudu, rak'ahs, salat or prayer, prayer mat, Aqiqah, Ummah, Adhan, Qur'an, Iqamat, dates, Medina, The prophet Muhammad, Oasis	Prayer mat			
Visitors and trips.							The Faith trail trip to the Mosque.	

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Christianity								
	EYFS cycle 1	EYFS cycle 2	Year 1/2 cycle 1	Year 1/2 cycle 1	Year 3/4 cycle 1	Year 3/4 cycle 2	Year 5/6 cycle 1	Year 5/6 cycle 2
Knowledge	Christian wedding and introduce the Bible Helping in a church A local place of worship Introduction to Easter and Christmas	Christian church items The nativity story Items from a church Christenings The Easter story The creation story St Francis and caring for animals.	Baptism Weddings Calendar of the Christian year Christian festivals Weddings Christian family values Jesus in the Temple Jesus and the paralysed man Jesus and Mary and Martha Jesus and the disciples The church	Adam and Eve Elizabeth and Zechariah Jesus' birth Shepherds Wisemen Christians celebrating Christmas 5 finger prayer Christian prayer Items in a Catholic church used in prayer Christenings The Bible The Good Samaritan	The story of Moses and the ten commandments Grace Life in a Christian home and items that Christians have at home Rosary Bible Wedding Moses and the ten plagues Food at Easter Christian creation story The life of Jesus and John the Baptist How was Jesus a good leader? Harvest festival	Holy communion and Eucharist Temptation- Jesus in the desert The importance of Lent poetry What is important for believers – fasting What is forgiveness- Prodigal son The challenges and commitments of Lent Research in the Christian worship	Confirmation The story of the lost sheep The Good Samaritan Christian Aid Understand the term holy	The Life of Desmond Tutu What are the risks to rescuers? Explain what faith communities say about suffering, hardship and death Creating a timeline of Holy week Retelling the story of Holy week Examining the symbolism of the Eucharist/Communion Exploring Easter poetry and art- El Salvador crosses. Explore what words of wisdom mean and their value in the Bible and Qur'an Reflect on how the Bible affects the reader. Explore the Christian idea of peace being a gift Explore the work of Christian peacemakers today.
New vocabulary	Vicar, Bible, Church, Wedding, marriage, cathedral, cross, hymn, hymn board, churchyard, pulpit, pews, organ, sermon, place of worship Diwali, Easter, Christmas, Eid al-Fitr:	Bible, Pulpit, harvest display, Bible advent, Jesus, angels, congregation Christening/Baptism, Christening gown, font, Christening shell. Sunday School, Good Friday, Easter Sunday, Easter garden St Francis, altar, organ, pulpit	font candle oil baptism godparent Harvest, Christmas, Good Friday, Easter, Whitsun, Loving gentle patient good kind peaceful faithful Jesus Jesus, Temple, paralysed, disciples, Nazareth, Jerusalem, Messiah, Pharisees Church	Garden of Eden Prophet, Comet, Judea, Caesar Augustus, Pope, Baptism, Bible, Samaritan, Jerusalem	Commandment Sabbath idol Hebrew New Testament Old testament BC AD Mary Fatima Catholic faith apostles disciples creation, Adam and Eve, The Pope, The Archbishop of Canterbury, , Abraham	rites of passage, confirmation, Holy communion, Eucharist, The Last supper, Holy Spirit, Holy Trinity. Temptation, fasting, repentance, shrove, prodigal, Lent, Ash Wednesday, inheritance	Confirmation, Gospel, John, fellowship, church	El Salvador/ Romero crosses, Eucharist/ Communion, Palm Sunday, Maundy Thursday, Good Friday, Easter Sunday, Passover, Saviour, Bible, Gospels, shalom, symbolism, Hiroshima.
Artefacts	Role play items for a wedding, Creating a special place.	Role play items for a Christian church Role play items for a Christening. Items used at Easter	Christening robe Baptism candle		Rosary Bible	Psalm, Corinthian, communion		El Salvador/ Romero crosses
Visitors and trips.	Trip to St Chads for a family service.	Trip to St Chads for a family service.	Trip to St Chads for a Baptism.	Trip to ST Peters and ST Paul's Catholic church items for prayer. Christmas workshop at Wade Street church	Trip to ST Chads to study Weddings and stain glass windows. Christmas workshop at Wade Street church Year 4 only	Christmas workshop at Wade Street church Year 4 only	Easter workshop at Wade Street church Year 5 only	Easter workshop at Wade Street church Year 5 only

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Buddhism								
	EYFS cycle 1	EYFS cycle 2	Year 1/2 cycle 1	Year 1/2 cycle 1	Year 3/4 cycle 1	Year 3/4 cycle 2	Year 5/6 cycle 1	Year 5/6 cycle 2
Knowledge			The Temple The Temple of the tooth	Buddha and the swan	The 8-fold noble path	Where and who founded Buddhism? (learn a traditional bow) The key beliefs of Buddhism (learning a Buddhist chant and meditation) Special place of Buddhism (learning a Buddhist chant and meditation) The Buddhist festival of Wesak Items of the Buddhist faith Symbols of the Buddhist faith	The story of Angulimala	Buddhism compared to Humanism- the search for happiness
New vocabulary			Temple		Buddha,	India, religion, monk, meditation, Buddhism, Buddhist, Buddha, Siddhartha Gautama	Angulimala	Karma, Dharma, Ahimsa, Icon, Siddhartha Gotama, humanist, enlightenment Buddhism
Artefacts				Statue of Buddha		Statue of Buddha		
Visitors and trips.						Trip to the Buddhist temple.		

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Judaism

	Reception	Year 1/2 cycle 1	Year 1/2 cycle 2	Year 3/4 cycle 1	Year 3/4 cycle 2	Year 5/6 cycle 1	Year 5/6 cycle 2
Knowledge		Purim and Queen Esther saves her people The synagogue	The Torah	Jewish life at home and the Sabbath Moses and the ten plagues The Seder plate Passover Sukkot Sukkah		Bar and Bat Mitzvah Understand what happens on the Jewish rest day of Shabbat Develop empathy through studying a case study of the Jew in World War 2 Understand how one person can effect change and bring hope. Rabbi Hugo Gryn. Be creative and produce work to reflect hope over evil Explore how Jewish people celebrate Yom Kippur	
New vocabulary		Purim, Ester, Jewish Synagogue	Torah, Jew,	Jewish Sabbath The Seder plate Kosher, Trefa, Torah, Matzot, Haggadah, seder, Passover Mozambique, Genesis, Sukkah, Sukkot, Festival of Tabernacles, Israel, pilgrimage, Hoshana Rabbah		Bar Mitzvah, Bat Mitzvah, Torah, yad, Challah bread, Havdalah candle, Torah, Kiddush cup, creation, customs, Sunday, Shabbat (Sabbath) Yom Kippur, Tashlich, Kol Nidre prayer, Shofar, Hanukkah, Synagogue, Holocaust, Rabbi.	shalom
Artefacts				Seder plate		Items for Shabbat Items for Hanukkah	
Visitors and trips.							

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Religious Coverage

Year group	Christianity	Islam	Judaism	Buddhism	Hinduism	Sikhism	Humanist
EYFS	30	6					
1	14		1	2		3	
2	18	3				5	
3	8	2			4		
4	11	3	1	6	5		
5	5	2	1	2	8		2
6	11	3	13	4	2	2	

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Year 1 /2 Coverage of understanding of faith	Year 3/4 Coverage of understanding of faith	Year 5/6/2 Coverage of understanding of faith
<p>Most learners should be able to suggest how and why members of faith communities care for others recalling the outline of faith stories which focus on caring for others Most learners should be able to make suggestions as to what the stories mean about the way believers should treat the natural world</p>	<p>Most learners should be able to explain how believers would put the rules of their community into practice in a modern day setting. These learners will be able to explain the impact of keeping the rules on the life of a believer Most learners should be able to link stories and teachings to beliefs and practices These learners should be able to identify similarities and differences between the teachings of different faith communities</p>	<p>Most learners should be able to explain what this means about the choices they and people of faith make in their everyday lives These learners should be able to explain the impact this has on their life and on the lives of the people who are committed to a faith Most learners should be able to identify some important teachings and sources from sacred writings making links with belief and practice These learners should be able to show how believers use a range of sources to support their beliefs and practice.</p>
<p>Most learners should be able to describe what happens at such a celebration Most learners should be able to identify important beliefs reflected in the stories, symbols and visual forms of expressions belonging to a faith community or communities</p>	<p>Most learners should be able to identify the beliefs demonstrated by the practice of religion in the home These learners should be able to suggest meaning for the values and practices found in a believers' home Most learners should be able to describe the important features of ceremonies. These learners should be able to compare and contrast ceremonies from different traditions</p>	<p>Some learners should be able to suggest how these words, phrases and stories might have a major impact on a believer's life Most learners should be able to explain the significance of particular actions or events These learners should be able to identify the impact believers' lives had on those around</p>
<p>Most learners should be able to use some religious words and phrases to describe how members of faith communities might prepare for a celebration Most learners should be able to say how these actions, gestures and rituals might be used</p>	<p>Most learners should be able to make the links between sources, beliefs and the use of symbolism in worship These learners should be able to describe similarities and differences between and within faiths Most learners should be able to identify key beliefs and values from stories and sources and talk about the lessons believers can learn about the way to lead their lives These learners should be able to link actions of individuals to beliefs and values</p>	<p>Most learners should be able to make links between the beliefs and teachings of Islam and Christianity and the work of the two charities. Most pupils should be able to make connections between key practices and the teachings of the chosen religious/non-religious traditions suggesting reasons for diverse views</p>
<p>Most learners should be able to say why believers might turn to God for support Most learners should be able to give examples of what it might mean to belong to a faith group or community</p>	<p>Most learners should be able to describe the important features of some religious traditions and identify similarities and differences These learners should be able to make links between stories and sources and the features of religious traditions, suggesting reasons for similarities and differences Most pupils should be able to make connections between key practices and the teachings of the chosen religion</p>	<p>Most learners should be able to identify make connections between beliefs about a day of rest and the actions of believers Most learners should be able to identify beliefs about suffering hardship and death These learners should be able to suggest how these might influence a believer's response to suffering, hardship and death</p>
<p>Most learners should be able to suggest what believers might learn about the way to behave from the main characters in the story Most learners should be able to suggest what the stories say to believers about how they should lead their lives</p>	<p>Most learners should be able to identify the important beliefs that faith communities take from these stories These learners should be able to identify similarities and differences within these stories and suggest why they might be important to faith communities Most learners should be able to suggest what a believer might see as the most important attributes of God These learners should be able to link sources with beliefs and ideas about God</p>	<p>Most learners should be able to identify sources used by faith communities to find answers These learners should be able to link questions with stories and sources from faith traditions and identify important beliefs and teachings Most learners should be able to suggest meaning for some of the texts and say how this might influence the way believers live These learners should be able to identify important teachings and sources for faith communities contained in the writings linking this with behaviour and practice</p>
<p>Most learners should be able to recall what happens when members of faith communities meet together for worship Most learners should be able to identify qualities and attributes which set these people apart linking the examples in the stories with the way believers should lead their lives</p>	<p>Most learners should be able to make links between these stories, the beliefs of the leaders and their teachings These learners should be able to suggest how and why these beliefs and teachings made them into respected leaders Most learners should be able to describe important aspects of worship and make links with beliefs and sources These learners should be able to identify similarities and differences of practice within and between faiths</p>	<p>Most learners should be able to use religious teachings to explain why a believer might take part in a range of the faith community's activities These learners should be able to explain how a member might demonstrate their beliefs by taking part in activities Most pupils should be able to give examples of ways in which people actively seek peace making links between beliefs, sources and the use of symbolism in faith communities</p>

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