



RE Progression

Theology

There are four knowledge strands for theology: Where beliefs come from , how beliefs change over time, how beliefs relate to each other, how beliefs shape the way believers see the world.

Strand	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
A. Where beliefs come from	Give a simple recount of a story used by Christians.	Give a clear, simple account of at least one narrative, story or important text used by at least one religion or worldview.	Retell a narrative, story or important text from at least one religion or worldview and recognise a link with a belief. Recognise different types of writing from within one text.	Show awareness of different sources of authority and how they link with beliefs. Identify different types of writing and give an example of how a believer might interpret a source of authority.	Identify different sources of authority and how they link with beliefs. Give examples of different writings and different ways in which believers interpret sources of authority.	Describe different sources of authority and how they link with beliefs. Describe a range of different interpretations of sources of authority and consider the reliability of these sources for a group of believers.	Explain different sources of authority and the connections with beliefs. Begin to discuss the reliability and authenticity of texts that are authoritative for a group of believers.
B. How beliefs change over time				Recognise that beliefs are influenced by events in the past and present.	Identify events in history and society which have influenced some religious and non-religious worldviews.	Describe how events in history and society have influenced some	
C. How beliefs relate to each other	Recognise connections between different Christian beliefs.	Recognise that narratives, stories, and texts used by at least one religion or worldview contain beliefs.	Recognise that some beliefs connect together and begin to talk about these connections.	Identify some links between beliefs being studied within a religion or worldview. Show awareness of some of the similarities and differences between and within religions and worldviews.	Make clear links between different beliefs being studied within a religion or worldview. Identify some of the similarities and differences between and within religions and worldviews.	Describe the connections between different beliefs being studied and link them to sources of authority. Describe some of the key theological similarities and differences between and within religions and worldviews.	Explain connections between different beliefs being studied and link them to sources of authority using theological terms. Explain the key theological similarities and differences between and within religions and worldviews.



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<p>D. How beliefs shape the way believers see the world and each other</p>	<p>Give an example of how Christian festivals and celebrations show their belief in God.</p>	<p>Give an example of how Jews use beliefs to guide their daily lives.</p>	<p>Give different examples of how beliefs influence daily life.</p>	<p>Recognise ways in which beliefs might make Muslims think about how they live their life, how they see the world in which they live and how they view others.</p>	<p>Identify ways in which beliefs might make a Christian think about how they live their life, how they see the world in which they live and how they view others.</p>	<p>Describe ways in which beliefs shape the way Hindus view the world in which they live and how they view others.</p>	<p>Explain and discuss how beliefs shape the way Buddhists view the world in which they live and how they view others and connect this to other religions. .</p>
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Philosophy

There are three knowledge strands for philosophy: The nature of knowledge, meaning and existence, how and whether things make sense, issues of right and wrong, good and bad

Strand	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>A. The nature of knowledge, meaning and existence</p>	<p>Reflect on things that are special to them and why they value these.</p>	<p>Ask questions about the world around them and talk about these questions.</p> <p>Begin to make connections between using their senses and what they know about the world around them.</p>	<p>Talk about the questions a story or practice from a religion or worldview might make them ask about the world around them.</p> <p>Talk about what people mean when they say they 'know' something.</p>	<p>Recognise that there are many different religious and non-religious answers to questions people raise about the world around them.</p> <p>Talk about the difference between knowing and believing.</p>	<p>Describe different philosophical answers to questions about the world around them, including questions relating to meaning and existence.</p> <p>Begin to use philosophical vocabulary when discussing issues relating to truth, reality and knowledge.</p>	<p>Explain different philosophical answers to questions about the world around them, including questions relating to meaning and existence.</p> <p>Explain some of the different ways in which philosophers understand abstract concepts.</p>	<p>Begin to analyse and evaluate a range of philosophical answers to questions about the world around them, including questions relating to meaning and existence.</p> <p>Begin to analyse and evaluate different ways in which philosophers understand abstract concepts.</p>
<p>B. How and whether things make sense</p>	<p>Reflect on the stories that are special to them, giving reasons for why they are special.</p>	<p>Give a simple reason using the word 'because' when talking about religion and belief.</p>	<p>Give a reason to say why someone might hold a particular belief using the word 'because'.</p>	<p>Decide if a reason or argument based on a religion or belief makes sense to them and is expressed clearly.</p>	<p>Give a simple reason using the word 'because' when talking about religion and belief.</p>	<p>Give a reason to say why someone might hold a particular belief using the word 'because'.</p>	<p>Decide if a reason or argument based on a religion or belief makes sense to them and is expressed clearly.</p>



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C. Issues of right and wrong, good and bad		Using religious and belief stories to talk about how beliefs impact on how people behave.	Using religious and belief stories, make connections between peoples' beliefs about right and wrong and their actions.	Recognise that it is difficult to define 'right', 'wrong', 'good' and 'bad'. Recognise some of the similarities and differences between these ideas.	Describe a range of answers to ethical and moral questions, showing awareness of the diversity of opinion and why there are differences.	Explain a range of answers to ethical and moral questions and issues, drawing conclusions and showing awareness of diversity of opinion and why there are differences.	Begin to analyse and evaluate a range of different answers to ethical and moral questions/issues, showing an understanding of the connections between beliefs, practices and behaviour.
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Human & Social Science

There are three knowledge strands for Human & Social Science: The diverse nature of religion, diverse ways in which people practise and express beliefs, the ways in which beliefs shape individual identity, and impact on communities and society and vice versa

Strand	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
A. The diverse nature of religion	Reflect upon places that are special in their own lives and find out about places that are holy and important for many Christians and Muslims.	Recognise that beliefs can have an impact on a believer's daily life, their family or local community.	Identify ways in which beliefs can have an impact on a believer's daily life, their family or local community.	Identify a range of ways in which beliefs can have an impact on a believer's daily life, their family, community and society.	Describe ways in which beliefs can impact on and influence individual lives, communities and society and show awareness of how individuals, communities and society can also shape beliefs.	Explain how beliefs impact on and influence individual lives, communities and society, and how individuals, communities and society can also shape beliefs.	Begin to analyse and evaluate how beliefs impact on, influence and change individual lives, communities and society, and how individuals, communities and society can also shape beliefs.



RE Progression

<p>B. Diverse ways in which people practise and express beliefs</p>	<p>Encounter stories from different religious worldviews and find out why these might be special to the believer.</p>	<p>Recognise some of the symbols, artefacts and practices used by people of different religions and beliefs in the local area.</p>	<p>Identify evidence of religion and belief especially in the local area.</p>	<p>Identify some similarities and differences in how people practise and express beliefs both within and between at least two different religions/ worldviews.</p>	<p>Describe some of the varying ways in which religions and beliefs are practised locally and nationally (both within and between religions/worldviews) with reference to at least two religions/worldviews.</p>	<p>Explain some of the varying ways in which religions and beliefs are practised locally and nationally (both within and between religions/worldviews) with reference to at least two different religions/worldviews.</p>	<p>Begin to analyse and evaluate the varying ways in which religions and beliefs are practised locally, nationally and globally (both within and between religions/worldviews) with reference to at least two different religions/worldviews.</p>
<p>C. The ways in which beliefs shape individual identity, and impact on communities and society and vice versa</p>	<p>Consider the impact and influence of these stories on the lives of believers.</p>	<p>Recognise that beliefs can have an impact on a believer's daily life, their family or local community.</p>	<p>Identify ways in which beliefs can have an impact on a believer's daily life, their family or local community.</p>	<p>Identify a range of ways in which beliefs can have an impact on a believer's daily life, their family, community and society.</p>	<p>Describe ways in which beliefs can impact on and influence individual lives, communities and society and show awareness of how individuals, communities and society can also shape beliefs.</p>	<p>Explain how beliefs impact on and influence individual lives, communities and society, and how individuals, communities and society can also shape beliefs.</p>	<p>Begin to analyse and evaluate how beliefs impact on, influence and change individual lives, communities and society, and how individuals, communities and society can also shape beliefs.</p>

Christianity

	Key Stage 1	Key Stage 2
	Introduce:	Develop understanding of:
<p>Theology: Ask questions as a believer</p>	<ul style="list-style-type: none"> • Concepts: Creation, God, incarnation, and salvation. • The life and teachings of Jesus. • The Bible as a sacred text for Christians and its different genres. 	<ul style="list-style-type: none"> • Concepts: Creation and Fall, God (Trinity), Incarnation, and Salvation. • The life and teachings of Jesus. Sources of authority such as the Bible, creeds, tradition and different genres and interpretations. • Key teachings from important Christian thinkers. • How events in society have influenced Christian beliefs.



RE Progression

Philosophy: Ask questions as a thinker	<ul style="list-style-type: none"> • Key philosophical vocabulary • Ways of reasoning. • Make links between belief and behaviour. 	<ul style="list-style-type: none"> • The different views about the nature of knowledge, meaning and existence. • The work of one key Christian philosopher Ethical theory, including the importance of love and forgiveness within Christian tradition. • Christian perspectives on moral issues.
Human/Social Sciences: Ask questions as a scientist	<ul style="list-style-type: none"> • Key vocabulary associated with the study of Christianity. • The local church(es), symbolism and artefacts as expressions of Christianity. • The importance of rites of passage, worship, gathering and celebrations 	<ul style="list-style-type: none"> • Key vocabulary and global diversity associated with the study of Christianity. • The church, worship and festivals. • The impact of Christian teachings on daily life, the varying expressions of prayer, cultural expressions of the Christian faith and the role of the Christian community in charity work.

Islam

	Key Stage 1	Key Stage 2
	Introduce:	Develop understanding of:
Theology: Ask questions as a believer	<ul style="list-style-type: none"> • The concept of One God. • The life and teachings of the Prophet Muhammad. • The Qur'an as a revealed scripture. 	<ul style="list-style-type: none"> • Concepts: Tawhid, Creation, Prophethood, Revelation, Khalifah and Akirah. • The life and teachings of the Prophet Muhammad and the Six Articles of Sunni Belief. • The Qur'an and Hadith as sources of authority, different genres and the value of recitation. • Key teachings from important Muslim teachers. • The impact of the spread of Islam. • How experiences have impacted on belief.
Philosophy: Ask questions as a thinker	<ul style="list-style-type: none"> • Key philosophical vocabulary. • Ways of reasoning. • Make links between belief and behaviour. 	<ul style="list-style-type: none"> • The different views about the nature of knowledge, meaning and existence. • Introducing ethical theory. • Muslim perspectives on moral issues, including the idea of 'intention'.



RE Progression

Human/Social Sciences: Ask questions as a scientist	<ul style="list-style-type: none"> • Key vocabulary associated with the study of Islam. • The masjid (mosque), the Five Pillars of Islam, symbolism and artefacts. • The role of festivals, ceremonies and Madrassah in the Muslim tradition. 	<ul style="list-style-type: none"> • Key vocabulary and global diversity associated with the study of Islam. • The masjid, the Five Pillars of Islam and the three main Muslims traditions (Sunni, Shia, Sufi). • Diversity of expression, customs and practices within Islam and their impact on daily life. • The importance of Ramadan, the two Eid festivals and Jummah prayers
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Judaism

	Key Stage 1	Key Stage 2
	Introduce:	Develop understanding of:
Theology: Asking questions as a believer	<ul style="list-style-type: none"> • The concept of One God. • The Torah as the five books of Moses, written in Hebrew. • The different genre contained within the first five books. • Narratives about the lives of Jewish descendants. 	<ul style="list-style-type: none"> • Concepts: One God, The Covenant, Mitzvot, Atonement. • The Torah and Talmud as sources of authority. The Hebrew Bible, TeNaCh (Torah, Nevi'im, Ketuvim). • Importance of the Shema. • Narratives associated with the development of the Jewish tradition. • Importance of reading the Torah out loud. • Key teachings from important Jewish teachers • Historical impact Jewish beliefs/culture.



RE Progression

Philosophy: Asking questions as a thinker	<ul style="list-style-type: none"> • Key philosophical vocabulary Ways of reasoning • Make links between belief and behaviour 	<ul style="list-style-type: none"> • The different views about the nature of knowledge, meaning and existence. • Introducing ethical theory • Jewish perspectives on moral issues, especially the 10 Commandments • The importance of loving one's neighbour. • Gemillut Chasadim, Tzedakah,
Human/Social Sciences: Ask questions as scientist	<ul style="list-style-type: none"> • Key vocabulary associated with the study of Judaism. • Shabbat and the importance of the home and family life • The role of festivals which connect with Jewish history. • The synagogue and varying ceremonies that take place within it. 	<ul style="list-style-type: none"> • Key vocabulary and global diversity associated with the study of Judaism. • Importance of festivals for the Jewish community such as Yom Kippur. • Symbolism and artefacts used by some Jewish people at festivals and in rituals. • The importance and role of Shabbat and reading of the Torah • The role of Synagogue and Cheder in the Jewish community. • The rules of Kashrut • The importance of Jerusalem and the Western Wall for Jewish people.

Humanism

	Key Stage 1	Key Stage 2
	Introduce:	Develop understanding of:
Theology: Ask questions as a believer	<ul style="list-style-type: none"> • Concepts: Atheism, One Life, Golden Rule, humanity • Quotations from Humanist thinkers. 	<ul style="list-style-type: none"> • Concepts: Atheism, agnosticism, rationalism, One Life, and Happiness. • Examples of writings of Humanist thinkers. • Diversity of Humanist thought. • Importance of evidence. • Absence of sacred texts and divine rules.



RE Progression

Philosophy: Ask questions as a thinker	<ul style="list-style-type: none">• Key philosophical vocabulary.• Ways of reasoning.• Make links between belief and behaviour.	<ul style="list-style-type: none">• The different views about the nature of knowledge, meaning and existence.• Introducing ethical theory such as utilitarianism.• Examples of the writing of a Humanist philosopher.• Importance of evidence and reasoning in Humanist thought.
Human/Social Sciences: Ask questions as a scientist	<ul style="list-style-type: none">• Key vocabulary associated with the study of Humanism.• The role of ceremonies and cultural traditions.• The Happy Human symbol.• Impact of thinking about consequences of action.	<ul style="list-style-type: none">• Key vocabulary relating to the study of Humanism as a philosophy or life-stance.• Diverse practice in relation to ceremonies and cultural festivals.• The importance of the natural world and caring for the environment.• The importance of the arts and sciences.• The importance of love and relationships.



RE Progression

Hinduism

	Key Stage 1	Key Stage 2
	Introduce:	Develop understanding of:
Theology: Ask questions as a believer	<ul style="list-style-type: none"> • Concepts: Brahman and Avatars. • Hindu Holy Books including the Ramayana. 	<ul style="list-style-type: none"> • Concepts: Brahman, Ataman, Avatars, Ahimsa, Samsara and Karma. • The oral tradition and the Vedas, different genre and interpretations. • Examples of teachings of Hindu teachers. • Examples of events and experiences which have impacted on Hindu beliefs.
Philosophy: Ask questions as a thinker	<ul style="list-style-type: none"> • Key philosophical vocabulary. Ways of reasoning. • Make links between belief and behaviour. 	<ul style="list-style-type: none"> • The different views about the nature of knowledge, meaning and existence. • Introducing ethical theory. • Introduce moral issues and consider the consequences of action in relation to karma. • Moral and values expressed in Hindu stories.
Human/Social Sciences: Ask questions as a scientist	<ul style="list-style-type: none"> • Key vocabulary associated with the study of Hinduism. • Dharma, symbolism and the centrality of the home in the Hindu tradition. • Importance of gatherings for worship, dramatic storytelling and celebrations. 	<ul style="list-style-type: none"> • Key vocabulary and global diversity associated with the study of Hinduism. • Sanatan Dharma, the diversity of practice and expression and festivals. • The impact of ahimsa, dharma and karma on daily life and beyond.



RE Progression

Sikhism

	Key Stage 1	Key Stage 2
	Introduce:	Develop understanding of:
Theology: Ask questions as a believer	<ul style="list-style-type: none"> • The concepts of One God and equality. • The life and teachings of Guru Nanak. • The Guru Granth Sahib as a living Guru. • The Mool Mantra. 	<ul style="list-style-type: none"> • Concepts: Ik Onkar, Equality, hukam and Samsara. • The life and teachings of the 10 Gurus The Guru Granth Sahib including its compilation and diversity of contents. • Stories from the life of Guru Nanak (Janamaskhis) • Impact of martyrdom on Sikh teachings.
Philosophy: Ask questions as a thinker	<ul style="list-style-type: none"> • Key philosophical vocabulary. • Ways of reasoning. • Make links between belief and behaviour. 	<ul style="list-style-type: none"> • The different views about the nature of knowledge, meaning and existence. • Introducing ethical theory. • Sikh perspectives on moral issues, including impact of 'hukam' and emphasis on equality.
Human/Social Sciences: Ask questions as scientist	<ul style="list-style-type: none"> • Key vocabulary associated with the study of Sikhism. • The gurdwara, langar and 5Ks. • The role of festivals and ceremonies such as Baisakhi and Amrit. 	<ul style="list-style-type: none"> • Key vocabulary and global diversity associated with the study of Sikhism, including the term Sikhi. • The diversity of practice including the Gurdwara, festivals and ceremonies such as Amrit. • Symbolism including varying practice of wearing the 5Ks. • Importance of values in the Sikh tradition. • Global importance of Amritsar and the Golden Temple.



RE Progression

Buddhism

Focus Lens	Key Stage 1	Key Stage 2
	Introduce:	Develop understanding of:
Theology: Ask questions as a believer	<ul style="list-style-type: none"> Varying beliefs about God. Concepts: The Buddha and Triple Refuge, The Jakata tales and Tipitaka 	<ul style="list-style-type: none"> Concepts: the Buddha, Four Noble truths, the cycle of birth, death and rebirth, and the Five Precepts. The varying beliefs about God. The Jakata tales, Tipitaka and Metta Sutta. Key writings of Buddhist teachers. How Buddha's experience impacted on beliefs.
Philosophy: Ask questions as a thinker	<ul style="list-style-type: none"> Key philosophical vocabulary Ways of reasoning Make links between belief and behaviour 	<ul style="list-style-type: none"> The different views about the nature of knowledge, meaning and existence. Links between suffering and the Four Noble Truths. Buddhist perspectives on moral issues and consideration of the consequences of action in relation to karma.
Human/Social Sciences: Ask questions as scientist	<ul style="list-style-type: none"> Key vocabulary associated with the study of Buddhism. Monasteries, temples, festivals, ceremonies, devotion and symbolism as expressions of Buddhism. The importance of not hurting living things and Buddhist stories on daily life. 	<ul style="list-style-type: none"> Key vocabulary and global diversity associated with the study of Buddhism. Meditation and study, festivals and pilgrimage and symbolism. Varying practice, and the importance of looking after the environment.



RE Progression

Core Knowledge Progression

EYFS

- God is the name Christians use for who they believe created the earth and universe.
- God is the creator of all things whether good or bad, he is a life giver.
- The ten commandments are an important part of Christian living and remind Christians they should honour God's name.

- The birth of Jesus is known as the nativity and it was an important event for Christians.
- Christmas is a celebration festival for Christians as it is Jesus's birthday.
- Jesus shows what God is like and all humans are made in 'God's image'.
- Every human is precious to God, known and loved by God.

- The events of Jesus last week on earth (Holy week).
- Palm Sunday was when Jesus entered Jerusalem on a donkey and people called Hosanna to him.
- Easter is a period of time longer than one day.
- Easter is the most important event in the Christian calendar.
- Easter is linked to forgiveness, love and sacrifice.

KS1

Year 1

- The five senses (see, hear, smell, touch, taste) and how they are engaged in religion and worship
- The worship practice of Hindu Puja
- Visual art, e.g., Murti / Image of Hindu God
- Artefacts, e.g., Arti Lamp has five wicks one for each blessing
- Smell – incense is used as part of Hindu worship at a shrine
- Taste – food such as fruit is left at the shrine as an offering to the Gods

- How Christians celebrate Christmas/Easter.
- How Muslims celebrate Eid-ul-Fitr and Eid-ul-Adha.
- How do these festivals help to bring the religious communities together?

- The Jewish story of creation and relate it to observing Shabbat.
- Jews believe in one God and that He is the creator.
- Shabbat is celebrated as a weekly tradition for Jewish families.
- The symbolism of the key artefacts used during Shabbat:
 - Candles – are lit before Shabbat to create peace in the home.
 - Challah Bread – a special plaited bread to show how Jews love Shabbat.



RE Progression

	<ul style="list-style-type: none">- Kiddush Cup – a special goblet that holds the wine that is blessed for Shabbat.- Zemirot – the special songs sung at the table for Shabbat.• The Easter narrative in the Bible.• Christians believe Jesus’ died on a cross (crucifixion) to save people (salvation).• Christians believe Jesus came back to life (resurrection).• Christians believe Easter gives people hope of a new life, now and in the future.• The creation stories within Christian and Hindu traditions.• Non-religious ideas about the origin of the universe.• God created the universe.• The Earth and everything in it are important to God.• God has a unique relationship with human beings as their Creator and Sustainer.• Humans should care for the world because it belongs to God.• Christians believe Jesus brings good news for all people.• For Christians, this good news includes being loved by God, and being forgiven for bad things.• Christians believe Jesus is a friend to the poor and friendless. Christians believe Jesus’ teachings make people think hard about how to live and show them the right way.
Year 2	<p style="text-align: center;"><u>Ref to Understanding Christianity</u></p> <ul style="list-style-type: none">• The Christian belief that Jesus is the Light of The World (John 8:12)• How the Diwali story reflects Hindu beliefs about good and evil.• How the Hanukkah story reflects Jewish beliefs about God as provider.• The symbolic meaning of lighting the Shabbat Candle.• The Christian belief that God became human in Jesus.• The Nativity narratives are in the books of Luke and Matthew in the Bible.• How incarnation and salvation relate to one another for Christians.• Jesus is an important and historical figure to Christians.• Christians use the nativity story to influence their actions at Christmas, e.g., thankfulness and giving• How Christenings and baptisms show Christians belong to their faith families.• How artefacts are used to show Christians belong to their faith families.• The use of light and water in both infant and adult baptisms.• Different symbols that show belonging.



RE Progression

- The church is a group of people and not just a building.
- What is the Seder meal.
- The story of Passover in the context of Exodus.
- Symbolism of each part of the Seder plate.
- Jewish family traditions related to Passover.
- The importance of Moses within Judaism.

- Easter is very important in the 'big story' of the Bible.
- Jesus showed that he was willing to forgive all people, even for putting him on the cross.
- Christians believe Jesus builds a bridge between God and humans.
- Christians believe Jesus rose again, giving people hope of a new life.

- The word 'God' is a name.
- The key beliefs about God from at least two different religions/worldviews.
- How a person's behaviour is connected to their view of God.

LKS2

Year 3

- The importance of rites of passage in terms of religious identity.
- The role of baptism (infant and adult) in shaping religious identity in the Christian community.
- The importance of Bar and Bat Mitzvah in shaping religious identity in the Jewish community.
- The Amrit ceremony as a milestone in shaping religious identity in the Khalsa.

- God: Christian belief in one God, who is described as Trinity (Father, Son, Holy Spirit).
- Jesus: As God incarnate, also known as the Son of God.
- Incarnation: Jesus as one of the three persons of the Trinity.
- Holy Spirit: God as spiritually active in the world

- Difference between knowledge, belief and opinion.
- The complex nature of concepts such as truth, reality, happiness, identity, hope, justice.
- The nature of a philosophical question.



RE Progression

	<ul style="list-style-type: none">• Awareness of variant perspectives about whether some things can be proven.• The influence on moral decision making of factors such as experience, family, history, culture or community (including religious communities).• Utilitarianism or Hedonism as a way of making moral decisions. • The concept of Tawhid.• The impact of Tawhid on Muslims.• The impact of the Qur'an containing the actual words of God.• How the existence of God is explained in Muslim teachings.• How the Muslim view of deity differs from that of other religions. • Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection.• The various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to earth to do.• Christians today trust that Jesus really did rise from the dead, and so is still alive today.• Christians remember and celebrate Jesus' last week, death and resurrection.
Year 4	<ul style="list-style-type: none">• God: specifically, the Christian belief in one God, who is described as Trinity (Father, Son, Holy Spirit)• Sources of authority that explain to Christians the nature of God, eg Bible, experience, creeds• Jesus: as God incarnate, also known as the Son of God.• The Christian belief that Jesus fulfilled prophecies about the Messiah• The Christian belief that humans are made in God's image, but became sinful and needed saving• Textual theology; considering genre, author, context and audience in relation to the Bible • Different views about the nature and existence of God• The difference between knowledge, belief and opinion• The complex nature of concepts such as truth and reality• Debates about whether something can be proven• Sikh beliefs about God as Supreme Truth, Ultimate reality and Sustainer of all things• Use of the term Waheguru and other titles used for God•• Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection.• The various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to do.• Christians today trust that Jesus really did rise from the dead, and so is still alive today.• Christians remember and celebrate Jesus' last week, death and resurrection. • Christian teachings about compassion and care for the most vulnerable in society e.g., Agape, "Love your neighbour ..."• Hindu teachings about compassion and care for the most vulnerable in society e.g., seva (to serve selflessly), following dharma (duty).• The life and work of a Christian individual whose faith impacts (or impacted) on their actions e.g., Martin Luther King, Mother Teresa, Edith Cavell.• The role of the Hindu community in charity work as an expression of dharma e.g., Sewa UK, Bochasanwasi Shri Akshar Purushtottam Swaminarayan Sanstha.• The life and work of a Hindu whose faith impacts (or impacted on) their actions e.g., Mahatma Gandhi



RE Progression

- Understand the Church as a global community of Christian believers.
- Awareness of the concept of denominations within Christianity, along with examples e.g. Anglican, Roman Catholic, Baptist, Methodist, Free Church, Salvation Army.
- Describe different expressions of Christian worship including for example the Eucharist and pilgrimage.
- The diverse ways in which people celebrate festivals such as Christmas, Easter and Pentecost; in particular contrasting two different contexts such as local/global or rural/urban.

- Christians believe that Jesus inaugurated the 'Kingdom of God' — i.e. Jesus' whole life was a demonstration of his belief that God is King, not just in heaven but here and now ('Your kingdom come, your will be done on earth as it is in heaven').
- Christians believe Jesus is still alive, and rules in their hearts and lives by the Holy Spirit, if they let him.
- Christians believe that after Jesus returned to be with God the Father, he sent the Holy Spirit at Pentecost to help the Church to make Jesus' invisible Kingdom visible by living lives that reflect the love of God.
- Christians celebrate Pentecost as the beginning of the Church.

UKS2

Year 5

- What makes for a reasonable argument
- Arguments for the existence of God made by some Christians
- Arguments from a humanist perspective against the existence of God
- Arguments for the existence of God which have come from outside mainstream religious thought (Pascal's wager)

- Explain divergent role of music in worship in the history of the Christian Church.
- Explain how art has been used in Christianity to reflect key events and facilitate worship.
- Explain key teachings from the Quran, the Hadith and important Muslim teachers (Al-Ghazali) in regard to the use of music and art.
- Explain, using a range of reasons, responses to instances of Aniconism and Iconoclasm in Muslims and Christian history.

- The ways different philosophers or religions understand abstract concepts, including varying views about the existence of the soul in classical Greek Philosophy, Hinduism and Christianity.
- Some of the key teachings about morality in Christianity/Hinduism/Buddhism, their similarities and differences.
- Two influential schools of moral philosophy; the deontological and utilitarian.
- The work of philosophers: Plato & Kant

- Jesus: As God incarnate, also known as the Son of God. Christian belief that Jesus fulfilled prophecies about the Messiah.
- Salvation: Gospel accounts of Jesus' death and resurrection and the various interpretations of these accounts in terms of the meaning of salvation (e.g. forgiveness, sacrifice, redemption).



RE Progression

- Textual theology: consideration of genre, author, content, reliability and audience in relation to the Gospels and resurrection of Jesus .
- Festivals: the diverse ways in which people celebrate festivals such as Easter.
- Christians read the 'big story' of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans' relationship with God.
- The Gospels give accounts of Jesus' death and resurrection.
- The New Testament says that Jesus' death was somehow 'for us'.
- Christians interpret this in a variety of ways: for example, as a sacrifice for sin; as a victory over sin, death and the devil; paying the punishment as a substitute for everyone's sins; rescuing the lost and leading them to God; leading from darkness to light.
- Christians remember Jesus' sacrifice through the service of Holy Communion (also called the Lord's Supper, the Eucharist or the Mass).
- Christians believe that Jesus calls them to sacrifice their own needs to the needs of others, and some are prepared to die for others and for their faith
- The good news is not just about setting an example for good behaviour and challenging bad behaviour: it is that Jesus offers a way to heal the damage done by human sin.
- Christians see that Jesus' teachings and example cut across expectations — the Sermon on the Mount is an example of this, where Jesus' values favour serving the weak and vulnerable, not making people comfortable.
- Christians believe that they should bring this good news to life in the world in different ways, within their church family, in their personal lives, with family, with their neighbours, in the local, national and global community.

Year 6

- Religion is a useful cover (to justify heinous crimes) and a powerful motivator (interpretations of texts) for conflict
- Interpretations lead to beliefs about how to behave
- It's important not to group all people of one religious background under one bracket and judge a whole group of people by the actions of a few
- 'Holy' wars are justified by religions
- Lots of wars are started because of non-religious causes
- Many people see war to be a last resort and seek peace
- The varying beliefs about God, the Buddha, the Four Noble Truths, the cycle of birth, death and rebirth and the Eightfold Pathway
- The different views about the nature of knowledge, meaning and existence.
- Buddhist perspectives on moral issues and consideration of the consequences of action in relation to Karma.
- The use of Jakata Tales as a source of moral guidance
- Plato's views on virtue and happiness according to The Republic alongside Christs blessings as delivered in the Beatitudes and Humanists 10 Commitments.
- Diogenes 'Cynical' beliefs regarding wealth, power and happiness.
- Theological and Philosophical understandings of right and wrong.
- Humanist use of empathy and reason when making moral decisions rather than thinking about sin and the afterlife.
- Creation: Christian belief that humans are made in God's image, by God.



RE Progression

- Theistic Evolution: Awareness of the relationship between the Genesis narratives and scientific explanations.
 - Scientific Theory: The Big Bang Theory.
 - Textual theology: consideration of the genre of Genesis.
 - Logic: debates about whether some things can be proven.
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- There are many scientists throughout history and now who are Christians.
 - The discoveries of science make Christians wonder even more about the power and majesty of the Creator.
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- Christians read the 'big story' of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans' relationship with God.
 - The Gospels give accounts of Jesus' death and resurrection.
 - Belief in Jesus' resurrection confirms to Christians that Jesus is the incarnate Son of God, but also that death is not the end.
 - This belief gives Christians hope for life with God, starting now and continuing in a new life (heaven).