

Year 3						
Unit	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	<b>People of God – What is it like to follow God?</b>	<b>Incarnation – What is the Trinity?</b>	<b>Sikhi – What is important for Sikh people?</b>	<b>Sikhi – How do Sikh people worship and celebrate?</b>	<b>Kingdom of God – When Jesus left, what was the impact of Pentecost?</b>	<b>Humanism – What is Humanism?</b>
<b>Knowledge building blocks</b>	<ul style="list-style-type: none"> <li>Christians believe the Old Testament tells the story of a particular group of people, the children of Israel known as the People of God – and their relationship with God</li> <li>The People of God try to live in the way God wants, following his commands and worshipping him</li> <li>They believe he promises to stay with them and Bible stories show how God keeps his promises</li> </ul>	<ul style="list-style-type: none"> <li>Christians believe God is Trinity: Father, Son and Holy Spirit.</li> <li>Christians believe The Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers.</li> <li>Christians find that understanding God is challenging; people spend their whole lives learning more and more about God.</li> <li>Christians really want to try to understand God better and so try to describe God using symbols, similes and metaphors, in song, story, poems and art.</li> <li>Christians worship God as Trinity. It is a huge idea to grasp and Christians have created art to help to express this belief.</li> <li>Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus.</li> </ul>	<ul style="list-style-type: none"> <li>Sikhs believe that there is only one God, who they have several names for. (Waheguru)</li> <li>Sikhs try to put the teachings and examples of the 10 gurus into daily practice by living a good life, treating everyone equally and sharing all they have</li> <li>It is important for Sikh's to belong to a community of believers called the Khalsa</li> <li>Khalsa Sikhs wear 5 articles of faith which reminds them of their faith and duty as a Sikh.</li> </ul>	<ul style="list-style-type: none"> <li>Sikhs can worship at any time or day, at home or in the Gurdwara.</li> <li>Sikhs are expected to pray three times a day and mediate and recite words from the holy scriptures</li> <li>Sikh people respect and regard The Guru Granth Sahib as a living Guru.</li> <li>The Gurdwara is place that is welcome and open to everyone and is known as the 'doorway to the house of God'</li> <li>All Sikhs are encouraged by their Guru (Guru Granth Sahib) to perform Seva or Selfless Service.</li> <li>Vaisakhi is the biggest and most important Sikh festival, where they remember the founding of the Khalsa and the Sikh New Year.</li> </ul>	<ul style="list-style-type: none"> <li>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').</li> <li>Christians believe Jesus is still alive, and rules in their hearts and lives by the Holy Spirit, if they let him.</li> <li>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.</li> <li>Christians celebrate Pentecost as the beginning of the Church</li> </ul>	<ul style="list-style-type: none"> <li>Humanism isn't a religion, but a way of thinking and living</li> <li>Humanists do not believe in God or gods and believe You do not need to follow a religion or believe in a God to be happy</li> <li>They believe that this is our only life, so it is very important to live a worthwhile, happy life for ourselves and others</li> <li>Humanists know the importance of empathy when making decisions about how we should act</li> <li>The Golden Rule means treating others as you would want to be treated</li> <li>A Humanist celebrates humanity and the human spirit – intellectual, technological and creative/artistic achievements</li> <li>No place of worship – instead Humanists take pleasure in both the natural wonder of the world around us and human creativity</li> <li>Many Humanists have shared moral values – kindness, compassion, fairness, justice, honesty</li> <li>Happiness as a worthwhile goal; happiness as more than simple sensory pleasures: the importance of relationships, exploration, and achieving our goals. The time to be happy is now – there is only one life</li> <li>Humanists do not have special festivals; however, many humanists will celebrate cultural occasions</li> <li>Many Humanists mark key moments in people's lives such as births, weddings, and deaths</li> </ul>
<b>Skills</b>	<p>Describe some ways ➡ Identify some similarities and differences            Ask questions and suggest some of their own responses            Suggest why ➡ Discuss and present their own ideas about why            Identify how ➡ Express their own understanding            Make connections between stories ➡ Make connections between key concepts and the big story of the Bible            Give examples of how and suggest reasons why            Discuss their own and others ideas ➡ Present their own ideas about attitudes            Explore and suggest ideas ➡ Express ideas            Link up some questions and answers ➡ Suggest how and why            Consider and evaluate</p>					

Year 4						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Unit	<b>Creation</b> - What do Christians learn from the creation story?	<b>Incarnation</b> – What is the Trinity?	<b>Gospel</b> – What kind of world did Jesus want?	<b>Salvation</b> – Why do Christians call the day that Jesus died ‘Good Friday?’	<b>Hindu Dharma</b> – What does it mean to be a Hindu in Britain today?	
Knowledge building blocks	<ul style="list-style-type: none"> <li>Christians believe God the Creator cares for the creation, including human beings</li> <li>Christians believe all human beings are part of God’s good creation, they do best when they listen to God.</li> <li>The Bible shows that God wants to help people to be close to him — he keeps his relationship with them, gives them guidelines on good ways to live (such as the Ten Commandments)</li> </ul>	<ul style="list-style-type: none"> <li>Christians believe God is Trinity: Father, Son and Holy Spirit</li> <li>Christians believe the Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers.</li> <li>Jesus, the Son of God, is seen by Christians as revealing what God the Father is like</li> <li>Understanding God is challenging; people spend their whole lives learning more and more about God</li> <li>Christians believe the Holy Spirit is God’s power at work in the world and in their lives today, enabling them to follow Jesus</li> </ul>	<ul style="list-style-type: none"> <li>Christians believe Jesus challenges everyone about how to live — he sets the example for loving God and your neighbour, putting others first</li> <li>Jesus shows love and forgiveness to unlikely people</li> <li>Christians try to be like Jesus — they want to know him better and better</li> <li>Christians try to put his teaching and example into practice in lots of ways, from church worship to social justice</li> </ul>	<ul style="list-style-type: none"> <li>Christians see Holy Week as the culmination of Jesus’ earthly life, leading to his death and resurrection</li> <li>The various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to do</li> <li>Christians today trust that Jesus really did rise from the dead, and so is still alive today</li> <li>Christians remember and celebrate Jesus’ last week, death and resurrection</li> </ul>	<ul style="list-style-type: none"> <li>I can 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</li> <li>I can describe some ways in which Hindus express their faith through puja, aarti and bhajans</li> <li>I can 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</li> <li>I can 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</li> <li>I can describe what is important at a Hindu wedding</li> <li>I can describe how the life of Gandhi shows Hindu beliefs in action</li> </ul>	
Skills	Describe some ways ➡ Identify some similarities and differences Ask questions and suggest some of their own responses Suggest why ➡ Discuss and present their own ideas about why Identify how ➡ Express their own understanding Make connections between stories ➡ Make connections between key concepts and the big story of the Bible Give examples of how and suggest reasons why Discuss their own and others ideas ➡ Present their own ideas about attitudes Explore and suggest ideas ➡ Express ideas Link up some questions and answers ➡ Suggest how and why Consider and evaluate					

Year 5						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Unit	<p><b>God</b> – What does it mean if God is loving and holy?</p>	<p><b>Incarnation</b> – Was Jesus the Messiah?</p>	<p><b>People of God</b> – How can following God bring freedom and justice?</p>	<p><b>Salvation</b> – What did Jesus do to save human beings?</p>	<p><b>Islam</b> – What does it mean to be a Muslim in Britain today?</p>	
Knowledge building blocks	<ul style="list-style-type: none"> <li>• Christians believe God is omnipotent, omniscient and eternal, and that this means God is worth worshipping</li> <li>• Christians believe God is both holy and loving, and Christians have to balance ideas of God being angered by sin and injustice (see Fall) but also loving, forgiving, and full of grace</li> <li>• Christians do not all agree about what God is like, but try to follow his path, as they see it in the Bible or through Church teaching</li> <li>• Christians believe getting to know God is like getting to know a person rather than learning information</li> </ul>	<ul style="list-style-type: none"> <li>• Jesus was Jewish</li> <li>• Christians believe Jesus is God in the flesh</li> <li>• They believe that his birth, life, death and resurrection were part of a longer plan by God to restore the relationship between humans and God</li> <li>• The Old Testament talks about a ‘rescuer’ or ‘anointed one’ — a messiah. Some texts talk about what this ‘messiah’ would be like</li> <li>• Christians believe that Jesus fulfilled these expectations, and that he is the Messiah (Jewish people do not think Jesus is the Messiah)</li> <li>• Christians see Jesus as their Saviour (See Salvation)</li> </ul>	<ul style="list-style-type: none"> <li>• The Old Testament pieces together the story of the People of God</li> <li>• The story of Moses and the Exodus shows how God rescued his people from slavery in Egypt; Christians see this story as looking forward to how Jesus’ death and resurrection also rescue people from slavery to sin</li> <li>• Christians apply this idea to living today by trying to serve God and to bring freedom to others; for example, loving others, caring for them, bringing health, food, justice and telling the story of Jesus</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• The Gospels give accounts of Jesus’ death and resurrection</li> <li>• The New Testament says that Jesus’ death was somehow ‘for us’</li> <li>• 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</li> <li>• Christians remember Jesus’ sacrifice through the service of Holy Communion (also called the Lord’s Supper, the Eucharist or the Mass)</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• I can express some ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah</li> <li>• I can re-tell some stories about the life of the Prophet Muhammad (PBUH) and recognise what they might say about him</li> <li>• I can find out about and respond with my own ideas to examples of different beliefs, prayer, generosity and worship</li> <li>• I know that Muslim people all over the world build their lives on the beliefs expressed in the five pillars of Islam</li> <li>• I know that Muslim people believe in the Oneness of God (Tawhid)</li> <li>• I know that Muslim people believe that the Prophet Muhammad (PBUH) is the prophet of Allah</li> <li>• I know the Shahadah is the key statement of belief held by Muslim people</li> <li>• I know Muslim people believe that they have a duty to pray five times every day (Salah)</li> <li>• I know Zakah is the generous giving of money which Muslims believe that they have a duty to give to those in need</li> <li>• I know the mosque is an important place of prayer, learning and meeting for the Muslim community</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify some ways in which Muslim people practice their beliefs in relation to Sawm (fasting) and Hajj (pilgrimage) and analyse their importance within the Muslim faith</li> <li>• I can describe and reflect on the significance of the Holy Qur’an to Muslim people</li> <li>• I can describe the forms of guidance that Muslim people use and compare them to the forms of guidance that they follow</li> <li>• I know Muslim people believe that they must fast during daylight hours during the month of Ramadan in order to understand more about self-discipline, self-restraint and generosity and to spend time in prayer (Sawm)</li> <li>• I know Muslim people believe that it is their duty to perform hajj (pilgrimage) to Mecca, the most sacred Muslim site, at least once in their lifetime if they are able</li> <li>• That the five pillars of Islam are both valuable and challenging for Muslim people and that they make a difference to individuals but also to the whole of the Muslim community (Ummah).</li> </ul>



## Progression of Knowledge in RE in EYFS and KS1 at Northbourne CEP School



<b>Skills</b>	<p>Outline clearly</p> <p>Give examples of ways ➡ Explain how xxx disagree and interpret things differently</p> <p>Express thoughtfully ➡ Enquire into ... using evidence and examples</p> <p>Present different views ➡ Interpret a range of ...</p> <p>Express their own understanding / ideas ➡ Investigate and explain ... expressing their own ideas</p> <p>Explain the impact</p> <p>Explain some similarities and differences between ➡ Explain the links between ... giving reasons why</p> <p>Explain some reasons why</p> <p>Make connections between ➡ Examine the title question from different perspectives including their own.</p> <p>Suggest some reasons why ➡ Apply ideas ...</p> <p>Describe and reflect ➡ Consider and evaluate</p>
---------------	--

Year 6						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Unit	<b>Creation</b> – Creation and science: conflicting or complementary?	<b>Gospel</b> – What would Jesus do?	<b>Humanism</b> – What is Humanism?	<b>Judaism</b> – What does it mean to be Jewish in Britain today?	<b>Universal</b> – What can be done to reduce racism? Can religion help?	<b>Kingdom of God</b> – What kind of a king is Jesus?
<b>Knowledge building blocks</b>	<ul style="list-style-type: none"> <li>There is much debate and some controversy around the relationship between the accounts of creation in Genesis and contemporary scientific accounts</li> <li>These debates and controversies relate to the purpose and interpretation of the texts. For example, does reading Genesis as a poetic account conflict with scientific accounts?</li> <li>There are many scientists throughout history and now who are Christians</li> <li>The discoveries of science make Christians wonder even more about the power and majesty of the Creator</li> </ul>	<ul style="list-style-type: none"> <li>Christians believe 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</li> <li>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</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Humanism isn't a religion, but a way of thinking and living</li> <li>Humanists do not believe in God or gods and that there is no persuasive evidence for the existence of a god or gods</li> <li>They believe that this is our only life, so it is very important to live a worthwhile, happy life for ourselves and others</li> <li>Humanists value creativity, discovery of new information, the beauty of the world around them, friendship, democracy and equality</li> <li>Humanists believe science is the best method to understand the universe</li> <li>Humanists adapt or change their beliefs when faced with new evidence</li> <li>Atheism is no belief in a god or gods</li> <li>Agnosticism is the belief that we cannot know whether there a god or gods exist</li> <li>You can live a good and happy life without the need for a god or gods</li> <li>Humanists experience spirituality in awe and wonder moments</li> <li>Nature and the world around them is a source of excitement and beauty</li> <li>When a humanist describes something as spiritual, they are not connecting it to a god or gods or the supernatural</li> </ul>	<ul style="list-style-type: none"> <li>Jewish people believe in one God and that the Shema prayer gives details of the ways in which Jewish people should live, worship God and pray</li> <li>Jewish people follow the teachings of the Torah. It teaches them how to pray, worship and how to treat others</li> <li>Yom Kippur and Rosh Hashanah are the holiest days for Jewish people, where they ask for forgiveness at the start of their new year</li> <li>Jewish people celebrate Pesach each year to remember God's rescue and faithfulness to the Israelites</li> <li>Tzedakah means 'healing the world' which is an important value in the Jewish faith as they are all challenged to care for the world that God gave them and the people who live upon it.</li> </ul>	<ul style="list-style-type: none"> <li>I can describe simply two examples of racism, describing what is unfair or unjust in each case</li> <li>I can give examples of the teaching of sacred texts about justice and say what they think about the meanings of these texts</li> <li>I can give an example of a time when religious people could have done more to reduce racism</li> <li>I can describe links and make connections between religious teaching and practice and the struggle to reduce racism, giving simple examples</li> <li>I can discuss three or more suggested ways of reducing prejudice and racism</li> <li>I can consider and compare the teachings of two different religions about human unity</li> <li>I can discuss a case study of 'religion against racism' thoughtfully</li> <li>I can express reasoned ideas of my own about how prejudice and racism can be reduced, taking account of ideas from religion (e.g. in art)</li> </ul>	<ul style="list-style-type: none"> <li>Christians believe Jesus told many parables about the Kingdom of God. These suggest that God's rule has begun, through the life, teaching and example of Jesus, and subsequently through the lives of Christians who live in obedience to God</li> <li>The Kingdom is compared to a feast where all are invited to join in. Not everyone chooses to do so</li> <li>Many Christians try to extend the Kingdom of God by challenging unjust social structures in their locality and in the world</li> </ul>



## Progression of Knowledge in RE in EYFS and KS1 at Northbourne CEP School



<b>Skills</b>	<p>Outline clearly</p> <p>Give examples of ways ➡ Explain how xxx disagree and interpret things differently</p> <p>Express thoughtfully ➡ Enquire into ... using evidence and examples</p> <p>Present different views ➡ Interpret a range of ...</p> <p>Express their own understanding / ideas ➡ Investigate and explain ... expressing their own ideas</p> <p>Explain the impact</p> <p>Explain some similarities and differences between ➡ Explain the links between ... giving reasons why</p> <p>Explain some reasons why</p> <p>Make connections between ➡ Examine the title question from different perspectives including their own.</p> <p>Suggest some reasons why ➡ Apply ideas ...</p> <p>Describe and reflect ➡ Consider and evaluate</p>
---------------	--