



Forest Town Primary School

RE Knowledge Progression Grid

Kind
Adventurous
Persevere
Responsible
Independent
Together

At Forest Town, we are theologians! We want our children to love religious education. We want them to have no limits to what their ambitions are and grow up wanting to be a journalist, chaplain, counsellor, or lecturer. We want them to represent our school values long after they have left our care and believe that if they 'Aim High', they 'Succeed'. Our religious education curriculum has been carefully crafted so that our children develop their theological knowledge. We want our children to remember their religious education lessons in our school and we want them to make a difference in our world.

At the end of KS2, a Forest Town child will have:

- An extensive base of theological knowledge and vocabulary which has helped them to become **independent** learners.
- A real sense of curiosity to find out about the world and the promote **kindness** to all people regardless of religion or culture.
- The ability to work **together** to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in religious society.
- Shown that they are **adventurous** by researching different religions and asking questions to broaden their understanding.
- The ability to **persevere** as they debate different perspectives and understand the viewpoint of others.
- A passion for and commitment to the subject and a feeling of **responsibility** to observe, explore and consider different religions.

RE

CURRICULUM LEADER

STEPH PLUMMER

REVIEWED – SEPTEMBER 2024



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Religious Education Knowledge Progression Grid

Reviewed 2024

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This is how our children's SUBJECT knowledge builds from EYFS to Year 6.

For pupils to become confident in their study of RE, they must:
Gain increased knowledge and understanding of religions and worldviews, recognising their local, national and global contexts.
Be introduced to an extended range of sources and subject specific vocabulary.
Be encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life.
Learn to express their own ideas thoughtfully and creatively in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views.
We want our children to move from having a modest grasp of theology and morality around the world to a full realisation of how and why religion, faith and morality are fundamental to civilisation and a fulfilling existence.

Know and understand a range of religions and world views which will allow them to recognise the diversity which exists in our society.

Can express ideas and insights about the nature, significance and the impact of religions and world views as they develop their own personal views on a range of issues

Develop and use skills which will assist them to engage seriously with religions and world views

| EYFS | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
|---|---|--|---|---|---|--|
| Know and understand a range of religions and world views which will allow them to recognise the diversity which exists in our society - Leadership | | | | | | |
| Knowledge: <u>F1-Which people are special and why</u> -Know special people in their immediate family. -Know and respond to special friends in school. <u>F1-Which people are special and why?</u> -Know special people in their immediate family and be able to talk about them. -Know what makes their immediate family special. -Know which friends are special to them and articulate what they like about them. | Build on prior knowledge and know: | Build on prior knowledge and know: <u>Unit 2.1 Leaders</u> Know some stories of Moses. Know about Moses as a great leader for the Jewish people. Know some stories about Jesus and St. Peter. Know about St. Peter as a Christian leader. Know through investigation what makes a great leader: their behaviour, examples of their wisdom and rules for living harmoniously, the difference they have made. | Build on prior knowledge and know: <u>Unit 3.4 - Inspirational people from the past</u> Know inspirational people from the Jewish and Christian Bible Abraham, Jesus, Moses. Know examples of stories and teaching from the Christian Gospels on the life, teaching and example of Jesus. Know examples of Islamic stories of the life of the Prophet Muhammad (PBUH) and his companions and from Islamic history. | Build on prior knowledge and know: | Build on prior knowledge and know: <u>Unit 5.1 - Inspiration people in today's world</u> Know about inspirational people such as: Dr Martin Luther King, Saint Teresa of Kolkata, Gandhi, William Booth of Sneinton (founder of the Salvation Army), Dr. Harry El Banna (founder of Islamic Relief), Desmond Tutu, John Sentamu, the Archbishop of York to 2020, Pandurang Shastri Athavale or Swami Vivekananda (Hindu leaders) Know how to apply the idea of inspiration, considering and weighing up factors in thinking about inspiration and leadership. | Build on prior knowledge and know: <u>Unit 6.4 -Belief in action in the world</u> Consider varied answers to questions about suffering and God |
| Enquiry and Questioning - Develop and use skills which will assist them to engage seriously with religions and world views. Can express ideas and insights about the nature, significance and the impact of religions and world views as they develop their own personal views on a range of issues. | | | | | | |
| Skills: F1 Know I belong to a family. | Build on prior skills to: | Build on prior skills to: 2.1 Discuss and give views on the actions of Peter. 2.1 Ask questions about leadership and suggest answers Respond to the idea that Moses and Saint Peter were | Build on prior skills to: 3.4 Ask and answer questions about leadership and inspiration, using details from the stories they learned Describe at least one story about each of these key figures: Moses, Jesus and Muhammad. | Build on prior skills to: | Build on prior skills to: Explain thoughtfully their own ideas about the inspiring leaders they studied Explain what matters about the lives of inspirational leader: do we all need | Build on prior skills to: 6.4 Show that they understand a story of a survivor of Nazi hatred 6.4 Apply the ideas of respect, harmony and goodness to the lives of those who rejected Nazi ideas. |

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| | | <p>guided by God or given wisdom by God.</p> <p>2.1 Express an idea of their own about leadership, linking it to the stories they learned</p> | <p>Connect the idea of inspirational leaders to the stories they learn</p> <p>Explore similarities and differences between the key leaders studied</p> | | <p>role models? Do the leaders exemplify their beliefs?</p> | |
| <p>Know and understand a range of religions and world views which will allow them to recognise the diversity which exists in our society – Places of Worship</p> | | | | | | |
| <p>Knowledge:</p> <p><u>F3 What places are special and why?</u></p> <p>-Know that our homes are our special places.</p> <p>-Know that school is a special place.</p> <p><u>F3 What places are special and why?</u></p> <p>-Know that people may have special places that are different to each other.</p> <p>-Know what places are special to me.</p> <p>-Know what places are special to people in my community.</p> | <p>Build on prior knowledge and know:</p> <p><u>Unit 1.4 Symbols in religious worship and practice</u></p> <p>Know that churches and synagogues are used as a place of worship.</p> <p>Know about worship at a church and a synagogue and the symbols, artefacts, music, holy books and other things that happen there.</p> <p>Know about weddings in Jewish and Christian holy buildings.</p> | <p>Build on prior knowledge and know:</p> | <p>Build on prior knowledge and know:</p> <p><u>Unit 3.3 Worship and Sacred Places</u></p> <p>Know about churches, Mosques and Mandirs and the way these buildings express key ideas about belief and worship.</p> <p>Know how to identify similarities between the places of worship.</p> <p>Know how to connect features of the buildings to religious beliefs, teachings, practices and ways of living.</p> <p>Know how to observe, notice, name, describe and remember aspects of worship in different religious buildings.</p> | <p>Build on prior knowledge and know:</p> <p><u>Unit 4.4 Religion, family, community, worship, celebration, ways of living</u></p> <p>Know how to explore Hindu ideas about gods and goddesses, worship in the home and Mandir</p> | <p>Build on prior knowledge and know:</p> <p><u>Unit 5.4 Beliefs in action in the world</u></p> <p>Know about some great examples of religious architecture from across the world and some local examples, including for instance, Southwell Minster, local churches and chapels, a local synagogue, Mandir and Mosque.</p> | <p>Build on prior knowledge and know:</p> |
| <p>Enquiry and Questioning - Develop and use skills which will assist them to engage seriously with religions and world views. Can express ideas and insights about the nature, significance and the impact of religions and world views as they develop their own personal views on a range of issues.</p> | | | | | | |
| <p>Skills:</p> <p>F3-Discuss places that are special</p> | <p>Build on prior skills to:</p> <p>1.4 Handle and ask questions about artefacts from a Church and Synagogue.</p> | <p>Build on prior skills to:</p> | <p>Build on prior skills to:</p> <p>3.3 Ask and answer questions about different ways the religious buildings are used by the different communities.</p> | <p>Build on prior skills to:</p> <p>4.4 Discuss different ways Hindus worship.</p> | <p>Build on prior skills to:</p> <p>5.4 Explain thoughtfully their own ideas about the relative value of worship and holy buildings and charity and compassion</p> | <p>Build on prior skills to:</p> |
| <p>Know and understand a range of religions and world views which will allow them to recognise the diversity which exists in our society -Spiritual Expression</p> | | | | | | |
| <p>Knowledge:</p> <p><u>F5: Who are we and how do we belong?</u></p> | <p>Build on prior knowledge and know:</p> <p><u>Unit 1.3 – Beliefs and Teachings</u></p> <p>-Know that spiritual stories about Jesus and stories that Jesus told matter to Christians because of who they believe Jesus was.</p> | <p>Build on prior knowledge and know:</p> <p>2.1 Know the beliefs of people of a Jewish faith.</p> <p>2.1 Know some key words about Jewish beliefs (e.g. God the Creator, Almighty, Eternal)</p> | <p>Build on prior knowledge and know:</p> <p>3.2 Know how a Muslim prays</p> <p>Know how a Christian prays</p> <p>Connect ideas and beliefs to what people in these two religions do.</p> | <p>Build on prior knowledge and know:</p> <p><u>Unit 4.2 - Symbols and religious expression</u></p> <p>Know how to reflect about how the journey of a person who is spiritual but not religious might be like a religious pilgrimage.</p> <p><u>Unit 4.3 - Spiritual expression</u></p> <p>Know about religious content which will include different examples of the music of the Christian community, explored in depth as forms of spiritual expression and worship.</p> <p>Know about examples of music from Christianity, including Christmas carols, a famous hymn, contemporary worship music and Christian songs for children.</p> <p>Know how to compare the above with music from any sources which pupils find spiritually interesting or inspiring.</p> | <p>Build on prior knowledge and know:</p> <p><u>Unit 5.3 - Beliefs and questions</u></p> <p>Know about different ideas and forms of expression in relation to belief about God in Muslim and Hindu life.</p> <p><u>Unit 5.4 - Beliefs in action in the world</u></p> <p>Know about religious architecture and how this art reflects the teachings of the religion -such as Mosques, churches and synagogues.</p> | <p>Build on prior knowledge and know:</p> <p><u>Unit 6.2-Religion, worldviews, family and community</u></p> <p>Know the impact of beliefs about communities on people from different religions.</p> <p>Know what a community is.</p> <p>Explain what matters about peace, respect and harmony to themselves and in our community.</p> <p><u>Unit 6.3 - Beliefs in action in the world</u></p> <p>Know about spiritual concepts of justice, fairness, compassion and responsibility.</p> |
| <p>Enquiry and Questioning - Develop and use skills which will assist them to engage seriously with religions and world views. Can express ideas and insights about the nature, significance and the impact of religions and world views as they develop their own personal views on a range of issues</p> | | | | | | |

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| Skills: F5- Has positive attitudes about the differences between people. | Build on prior skills to: 1.3 Discuss Bible stories are important and who Jesus was. | Build on prior skills to: 2.2 Ask questions about God for themselves 2.2 Find out more about Jewish beliefs and ways of talking about God. 2.3 Express an idea of their own about belonging to God and why this is important for Christians? | Build on prior skills to: 3.3 Consider ideas such as ‘a friendly building’, ‘a house of God’, ‘a spiritual space’ and say what they think makes these buildings special. 3.2 Ask and answer questions about prayer in Islam and Christianity | Build on prior skills to: 4.2 Consider varied answers to questions about the purposes of going on a pilgrimage Apply the idea of spiritual journeys for themselves 4.3 Apply the idea of spirituality for themselves | Build on prior skills to: 5.2 Explain with reasons why they select one of the 4 elements of Christianity studied as the most important 5.4 Clearly express reasons why some religious people believe that worship makes them more charitable | Build on prior skills to: 6.2 Apply the ideas of tolerance and respect to some tensions or problems in community relations Explain thoughtfully their own ideas about communities – why they matter, and how they can become stronger. 6.3 Consider varied answers to questions about justice, fairness, human rights and environment Explain thoughtfully their own ideas about the work of some global development charities. |
| Know and understand a range of religions and world views which will allow them to recognise the diversity which exists in our society - Festivals and Celebrations | | | | | | |
| Knowledge: <u>F4 What times are special and why?</u> Know that we have special times that are important to us like birthdays. -Know that we have school and family routines and customs. -Know some songs relating to a celebration. -Know and talk about significant events in my own experiences. <u>F4 What times are special and why?</u> -Know what it means to celebrate. -Know some traditions that lie behind a celebration e.g. birthday presents, Christmas presents, cards and making diva lamps. -Know that different people celebrate different things. -Know some examples of how people celebrate the festivals. -Know that people have different beliefs, discussing | Build on prior knowledge and know: <u>Unit 1.1- Celebrations and festivals</u> -Know that Christians and Jewish people have annual or weekly celebrations including Christmas, Easter, Hanukkah and Shabbat -Know that there are songs, worship, celebrations, stories, artefacts and food within these celebrations -Know festivals from other faiths such as Diwali. | Build on prior knowledge and know: | Build on prior knowledge and know: <u>Unit 3.1 - Beliefs and Questions</u> Know about Bible stories that lie behind the celebrations of Christmas, Easter, Pentecost and Harvest. Know about contemporary practices in relation to these four festivities. Know about key Christian ideas: incarnation, trinity, crucifixion, resurrection and the Holy Spirit. Know about the “fruit of the Spirit” (Galatians 5:22). Know about values, including love, generosity, patience, forgiveness and self-control. | Build on prior knowledge and know: <u>Unit 4.4 - Religion, family, community, worship, celebration, ways of living</u> Know about Hindu worship and celebration, including detailed information about stories of Rama and Sita, celebration of Diwali and at least one other Hindu festival in both India and in the UK. | Build on prior knowledge and know: <u>Unit 5.2 - Religion and the individuals: What matters to Christians?</u> Know about the deeper meanings of the celebrations of Christmas, Easter, Pentecost and Eucharist. | Build on prior knowledge and know: |

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| and describing special times with family or friends and respecting differences. | | | | | | |
| Enquiry and Questioning - Develop and use skills which will assist them to engage seriously with religions and world views. Can express ideas and insights about the nature, significance and the impact of religions and world views as they develop their own personal views on a range of issues | | | | | | |
| Skills: F4- Talk about their feelings during different celebrations. Describe feelings and know how they are different to other events in their lives | Build on prior skills to: Ask questions about the meaning of the festival and listen to answers Respond to some of the experiences and emotions of festivals: e.g. joy, memory, community | Build on prior skills to: | Build on prior skills to: 3.1 Ask and answer questions about how and why Christians celebrate God’s creation, Jesus born in Bethlehem, Easter and Harvest Express their own ideas about the deeper meanings of these festivals 3.1 List similarities between the four different Christian festivals | Build on prior skills to: 4.4 Respond with thoughtful ideas of their own to the ways Hindus celebrate Express some ‘deeper meanings’ of the festivals they study, giving reasons why particular rituals are important to Hindus | Build on prior skills to: 5.2 Understand meanings behind different celebrations. | Build on prior skills to: |
| Know and understand a range of religions and world views which will allow them to recognise the diversity which exists in our society -Understanding Scripture | | | | | | |
| Knowledge: <u>F1 Which stories are special and why?</u> -Know the name of a special story to them. <u>F1 Which stories are special and why?</u> -Know which stories are special to them and why. -Know that each person may have a different special story and respect that. | Build on prior knowledge and know: <u>Unit 1.3 – Beliefs and Teachings</u> -Know about some stories of Jesus. -Know about some stories that Jesus told. -Know that these stories matter to Christians because of who they believe Jesus was. | Build on prior knowledge and know: <u>Unit 2.2 - Believing</u> Know some Jewish people’s ideas about God and the story of creation. <u>Unit 2.4 - Story</u> Know about some Jewish and Christian stories. Know about the Jewish bible and the importance of The Torah. Know how to use their factual knowledge to suggest what makes ancient stories valuable to some people today. | Build on prior knowledge and know: | Build on prior knowledge and know: | Build on prior knowledge and know: <u>Unit 5.2 Religion and the individuals: What matters to Christians?</u> Know the ways Christians use some examples of Bible texts to guide them in facing life’s challenges | Build on prior knowledge and know: <u>Unit 6.1 - Teaching wisdom and authority</u> Know how to examine and understand two carefully selected texts from the scriptures of each of the religions selected for study. Know about contemporary examples of members of each of the faith communities who are seeking to live out these texts and their values. |
| Enquiry and Questioning - Develop and use skills which will assist them to engage seriously with religions and world views. Can express ideas and insights about the nature, significance and the impact of religions and world views as they develop their own personal views on a range of issues | | | | | | |
| Skills: F1 Explain why different stories are special to different people | Build on prior skills to: Ask questions about Jesus’ ‘special powers’ Express own ideas based on what they have learned / understood about God and Jesus. Give an example of a belief about Jesus Find out more about Jesus, inferring a simple idea from a story. | Build on prior skills to: Recognise and talk about the role God plays in stories from the Jewish Bible 2.4 Ask questions about the stories they study, and suggest answers Respond to big ideas and beliefs in the stories: does God forgive? Does God rescue? Does God create? | Build on prior skills to: 3.1 Explain their own ideas about the Creation stories of Genesis 1 and 2. | Build on prior skills to: | Build on prior skills to: 5.2 Explain how the Bible supports Christians in their life. | Build on prior skills to: 6.1 Consider varied answers to questions about the value of holy writings and other sources of wisdom Explain with reasons why (e.g.) Christians and Muslims revere their holy texts Explain thoughtfully their own ideas about wise words, selecting examples and clearly expressing reasons for their choices 6.1 Apply the idea of ‘words of wisdom’ for themselves, selecting examples and explaining them Explain similarities between holy books or writings from two different religions 6.2 Connect at least two viewpoints about whether our communities can be more harmonious to teaching from religious sacred texts |

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| Know and understand a range of religions and world views which will allow them to recognise the diversity which exists in our society - Rituals and Practice | | | | | | |
| Knowledge: <u>F6- Our wonderful world: how can we care for living things?</u> -Know I have to look after things in Nursery. -Know about our family and how to keep ourselves safe. <u>F6- Our wonderful world: how can we care for living things?</u> -Know I have to take responsibility for my class objects and actions. -Know how to care for living things. -Know about people who help us. | Build on prior knowledge and know: <u>Unit 1.4 Symbols in religious worship and practice</u> -Know about worship at a church and a synagogue and the practice with symbols, artefacts, music, holy books and other things that happen there. | Build on prior knowledge and know: <u>Unit 2.2 - Believing</u> Know how to use their factual knowledge to suggest meanings in Jewish practice. | Build on prior knowledge and know: <u>Unit 3.2 - Religion, Family and community: Prayer</u> Know about the practice, meaning and importance of the 5 daily Islamic prayers. Know about the meaning and use of the Lord's Prayer in Christianity. Know about beliefs about Allah/God and prayer in the different religions. Know about prayer at a mosque or church. | Build on prior knowledge and know: <u>Unit 4.1 - The journey of life and death</u> Know key ways all in which Christians, Hindus and Muslims see life as a journey. Know how to gather and use information about the key moments marked by rituals for welcoming a baby, becoming an adult, celebrating a marriage and funeral rituals. Know about a range of ideas about different concepts of an afterlife such as Muslim paradise, Christian heaven and Hindu reincarnation and Moksha. Know about non-religious views, for example about Humanist commitment to "the one life we have." <u>Unit 4.2 - Symbols and religious expression</u> Know about pilgrimages and religious journeys to, for example, Makkah (Muslim), Varanasi (Hindu) and Lourdes, Iona or the Holy land (Christian). Know details about and reasons for ritual and practice on pilgrimages. Know about local places of pilgrimage and to reflect upon what kind of pilgrimages these represent | Build on prior knowledge and know: 5.1 Know different examples from different worldviews: what have they in common? | Build on prior knowledge and know: 6.3 Know the impact of beliefs on how people respond to charity |
| Enquiry and Questioning - Develop and use skills which will assist them to engage seriously with religions and world views. Can express ideas and insights about the nature, significance and the impact of religions and world views as they develop their own personal views on a range of issues. | | | | | | |
| Skills: F1-be able to talk about religious pictures or objects F2- Show interest in the lives of other people or events. | Build on prior skills to: Ask questions about how we show we care for others Respond to ideas and values such as care, kindness and generosity with simple ideas of their own | Build on prior skills to: 2.2 Understanding Jewish practices. | Build on prior skills to: 3.2 Be able to explain the differences between prayer and beliefs for different religions | Build on prior skills to: 4.1 Explain how different religions view birth, marriage and death. | Build on prior skills to: 5.2 Know and explain key Christian beliefs | Build on prior skills to: 6.3 Know and understand different viewpoints about justice and charity: should religious people do more to help the poor, or is it everyone's task? |
| VOCABULARY | | | | | | |
| | Celebration, festival, religion, Christian, Jewish, Christmas, Hanukkah, synagogue, church, Jesus. | 2.1 Religion, Christian, Jewish, Torah, Bible, wise sayings, rules for living, co-operation. | 3.1 Religion, Christian, spiritual, Christmas, Easter, Pentecost, Harvest Festival, commitment, values. | 4.1 Religion, Muslim, Hindu, Christian, Humanist, beliefs, life after death, destiny, worship, ritual, soul, spiritual, commitment, values, heaven, paradise. | 5.1 Religion, Muslim, Hindu, Christian, prophet, mahatma, holiness, spiritual, inspiration, vision, symbol, community, commitment, values. | 6.1 Religion, moral codes, Ten Commandments, Letters of Saint Paul, Trinity, Incarnation, Holy Spirit, Buddhist Precepts, sources of wisdom, Torah, Bible, Qur'an, Hadith, Humanist, rationalist. |
| | Religion, Christian, Jewish, Humanist, synagogue, church, symbol, God | 2.2 Religion, Jewish, Judaism, synagogue, symbol, ark, Torah, bimah, shabbat, creation story, worship, holiness, sacred. | 3.2 Religion, Muslim, Islam, mosque, Qur'an, Prophet, Christian, spiritual, ritual, liturgy, prayer, mosque, church, commitment, values. | 4.2 Religion, Muslim, Hindu, Christian, spiritual, pilgrim, pilgrimage, ritual, symbol, community, commitment, values. | 5.2 Religion, Christian, spiritual, festival, incarnation, resurrection, Christmas, Easter, Pentecost, Eucharist, Gospel, trinity, Holy Spirit, community, commitment. | 6.2 Religion, inter-faith, harmony, tolerance, respect, moral values, religious plurality |
| | Religion, Christian, church, Bible, symbol, thankful, faith, belief, Easter, God | 2.3 Religion, Christian, church, symbol, Bible, Golden Rule ('do to others as you would like them to | 3.3 Religion, Hindu, Muslim, Islam, Christian, worship, church, mosque, mandir, Trinity, Allah, gods and goddesses, spiritual, ritual, | 4.3 Key concepts and words Religion, Christian, spiritual, worship, devotion, belief, self-expression | 5.3 Muslim key words will include 5 Pillars, Prophet, Allah, Iman (faith), Akhlaq (character or moral conduct) Hindu key words will include Murtis, Brahman, gods and | 6.3 Religion, harmony, respect, persecution, prejudice, Beth Shalom, remembrance, bystander, up-stander. |

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| | | do to you’), belonging, worship, holiness, sacred. | liturgy, prayer, sacred, commitment, values | | goddesses, ahimsa Non-religious key words include atheist, agnostic. | |
| | 1.4 Religion, Christian, Jewish, synagogue, church, symbol, ark, Torah, bimah, church, altar, font, Bible, worship, holiness, sacred, God | 2.4 Religion, Christian, Jewish, Humanist, synagogue, church, symbol, Torah, Bible, courage, persistence, forgiving, Humanist, God, Creator. | 3.4 Religion, Muslim, Jewish, Christian, spiritual, Prophet, Exodus, Law-giver, Messiah, Allah, Qur’an, New Testament, Gospel, inspiration, role-model, commitment, values | 4.4 Religion, Hindu, murtis, gods and goddesses, karma, dharma, spiritual, festivals, ritual, symbol (including the Aum symbol), community, commitment, values | 5.4 Religion, Muslim, Hindu, Christian, Humanist, spiritual, Golden Rule, charity, karma, dharma, Ummah, place of worship, devotion, community, commitment, values, compassion. | 6.3 Religion, atheist, agnostic, charity, ahimsa, ummah, agape, justice, faith. |