


## R.E. Progression of Knowledge

	Year 3	Year 4	Year 5	Year 6
<b>Christianity – Christmas</b>	Find out what the true meaning of Christmas is to Christians and compare this with what Christmas means to us.		Evaluate two different accounts of the Christmas story and understand that stories can be true in different ways.	Evaluate 4 different Christmas traditions and celebrations in the light of their reference and relevance to Christian beliefs in Jesus.
<b>Christianity – Easter</b>	Recall key events in the Easter story and understand why Jesus' crucifixion symbolises hope for Christians.		Question whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week. Explore and order the events of Holy Week.	Evaluate different beliefs about eternity and to understand the Christian perspective on this. Recall three significant Christian festivals and discuss their importance to Christians.
<b>Christianity</b>	Retell Bible stories when miracles have happened and question whether Jesus really did perform miracles. Recall three different miracles stories.	Understand Holy Communion is one of the seven sacraments which are ways Christians show their commitment to God. how important going to church is to show someone is a Christian.		To know what eternal life means to Christians.
<b>Sikhism</b>	Understand the reasons why a Sikh may choose to join the Khalsa.  Understand different ways that Sikhs show their commitment to God, comparing their practices in order to explore which shows the most commitment. Name and describe where Sikh's practice their religion			

	and beliefs. (Gurdwara Name 3 of the 5 K's, and the importance of sharing)			
<b>Hinduism</b>		<p>Investigate what happens during the festival of Diwali and whether the celebrations bring a sense of belonging to Hindus.</p> <p>Explain how Hindus celebrate Diwali and start to explain how people feel at Diwali.</p> <p>Understand the Hindu belief that there is one God with many different aspects. Understand the significance of the River Ganges both for a Hindu and non-Hindu.</p> <p>Explore how Hindu's show their commitment to God.</p>		
<b>Judaism</b>			<p>Understand the special relationship between Jews and God and the promises they make to each other. Know about Jewish history – story of Abraham and Isaac.</p> <p>To Know about the significance of the 10 commandments.</p> <p>To know how a synagogue is designed to support Jewish teaching. Including the location of the Torah and mezuzah.</p> <p>Understand the key beliefs and practices of Judaism (Synagogue, Torah)</p> <p>Understand how celebrating Passover and keeping Kashrut (food laws) help Jews show God they value their special relationship with Him.</p>	

			<p>Understand different ways that Jews show their commitment to God, comparing their practices in order to explore which shows the most commitment.</p>
<b>Islam</b>		<p>Understand some of the ways Muslims show commitment to God and to evaluate whether there is a best way.</p>	<p>Understand some of the ways Muslims show commitment to God and to evaluate whether there is a best way. Identify ways in which Muslims try to lead good lives and how their belief in Akhirah influences them to lead good lives.</p>
<b>Buddhism</b>			<p>The life of Buddha and understanding the core beliefs and teachings of Buddhism. To identify how Buddhists lead a good life. To understand the 4 Noble Truths, Eightfold Path, karma and rebirth. To find out where and when a Buddhist worship and investigate symbolism.</p>

## Progression of Skills

### Hertfordshire key areas of learning

Belief and practices	Sources of wisdom	Symbols and actions	Prayer, worship and reflection
Identity and belonging	Ultimate questions	Human responsibility and values	Justice and fairness

Throughout these eight areas pupils should develop religious vocabulary to communicate knowledge and understanding of a range of theological concepts.

### **Progression of skills based on the Hertfordshire agreed syllabus**

Key Core SKills		
Describe, reflect, compare and contrast knowledge in each religion and different faiths across KS2.		
Present a range of views including own world view using specific language.		
	<b>LKS2</b>	<b>UKS2</b>
<b>Beliefs and practices</b>	Describe, make connections and reflect on some religious beliefs and practices studied, including how celebrations and key moments in life are marked	Describe, make connections and reflect on some religious and worldviews studied, using specific religious vocabulary about how celebrations and key moments in life are marked by different communities
<b>Sources of wisdom</b>	Show awareness, describe and interpret a range of stories, sacred writings, psalms, poems, hymns, prayers and artefacts. Develop an understanding of the impact on individual believers	Show awareness, respond to and interpret a range of stories, sacred writings and sources of wisdom, recognising and understanding the impact within different communities and on individual believers

<b>Symbols and actions</b>	Explain how a range of beliefs, symbolic expression and actions (verbal and non-verbal) can communicate meaning to individual followers. Describe some similarities between communities	Compare how and why a range of beliefs, expressions and actions communicate different meaning to individuals within communities. Identify and describe similarities and differences between and within communities
<b>Prayer, worship and reflection</b>	Describe why and where worshippers connect to prayer and worship. Participate in periods of stillness and quiet thought and where appropriate express personal reflections	Through enquiry and experience, demonstrate worshippers' connection to prayer, faith and sacred spaces.
<b>Identity and belonging</b>	Show an understanding of some of the challenges individuals face when belonging to a faith community. Demonstrate how it may help them. Explore how some religious people are guided by their religious leaders	Show and express insights into the challenges of individual commitment, belonging and faith. Raise questions on guidance and leadership in their own and others' lives
<b>Ultimate questions</b>	Respond to a range of challenging 'if' and 'why' questions about making sense of the world, expressing personal reflections	Present a range of views and answers to challenging questions about belonging, meaning and truth
<b>Human responsibility and values</b>	Illustrate how diverse communities can live together respectfully sharing the same important values and sense of responsibility	Explain how diverse communities can live together identifying common values, justice, respect and shared human responsibility. Use personal and critical responses to challenge how individual and collective responsibility is shaped by faith and belief
<b>Justice and fairness</b>	Consider and discuss questions on matters that are important in the world including choices about what is right and what is wrong	Evaluate and ask challenging questions applying their own and others ideas about responsibility and what is right and wrong, considering possible effects of different moral choices

	Vocabulary
Year 3	<p>Guru, Amrit, Khalsa, Karah Prashad, 5 Ks, Kirpan, Kesh, Kara, Kangha Kachera, Khanda, Guru Baisakhi, Festival Gurdwara, Divali, Guru Hargobind, Guru Granth Sahib, Langar, Karah Parshad, Mool Mantar</p> <p>Advent, incarnation, miracle, Jesus, Palm Sunday, The Last Supper, Cross, tomb, Bread and Wine, Maundy Thursday, Good Friday, Disciples, Judas</p> <p>Five Pillars, Zakah, Allah, Akhirah, Hajj, Islam, Mihrab, Mosque, Muslim, Prophet, Qiblah, Quran, Salaa, Sawm, Shahada Akhirah, Muhammad, Qu'ran, Five Pillars,</p>
Year 4	<p>Divali, Ramayana, Rama, Sita, Lakshmi, Rangoli patterns, Diva lamp, Puja tray, Temple, Brahman, Trimurti, Brahma, Shiva, Vishnu, Ganesha Lakshmi, Puja, Omnipresent, Ganga, Varanasi, Pilgrimage</p> <p>Frankincense, Myrrh, Christingle, The Lord's Prayer, The Last Supper Peter, Church, Baptism, John the Baptist, Eucharist/Holy Communion</p>
Year 5	<p>Synagogue, Ark, Kippah, Menorah (Chanukiah), Star of David, Rabbi, Tallit, Torah Scrolls, Yad, teffilin, Shabbat, Kiddush Cup, Kosher, Wine. Bar Mitzvah/Bat Mitzvah, Egypt, Sedar plate, Matzah, Moses, Pesach,</p> <p>Advent, Incarnation, Holy Week, Pilate, Herod, Mount of Olives, Garden of Gethsemane, Ten Commandments, Confirmation, Lord's Prayer</p>
Year 6	<p>Five Pillars, Zakah, Allah, Akhirah, Hajj, Islam, Mihrab, Mosque, Muslim, Prophet, Qiblah, Quran, Salaa, Sawm, Shahada Akhirah, Muhammad, Qu'ran, Five Pillars,</p> <p>Mary Virgin, Birth, Incarnation, Holy Spirit, Crib, Carols, Agape, Ten Commandments, Lent, Ash Wednesday, Shrove Tuesday, Fish symbol CAFOD,</p> <p>Buddhism, Buddha, Siddhartha, Gautama, enlightenment, Three Universal Truths, Five Moral Precepts, Four Noble Truths, rebirth, karma, Vesek, meditate, nirvana, Eightfold Path,</p>

Christianity Islam Judaism Hinduism Sikhism, Buddhism