

The Welbeck Federation

RE

Knowledge Progression Grid



The three-fold aims of RE in Nottinghamshire will ensure that pupils:

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| <p>1. Know and understand a range of religions and world views which will allow them to recognise the diversity which exists in our society.</p> | <p>2. 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>3. Develop and use skills which will assist them to engage seriously with religions and world views</p> |
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By following the agreed syllabus, RE will contribute to a whole range of school priorities. Their study will promote spiritual, cultural, social and moral development, as well as enabling them to consider British Values for others who hold different views. RE will enable children to:

EYFS- Encounter religions and worldviews through special people, books, times, places and objects and by visiting places of worship. They should listen to and talk about stories. Pupils can be introduced to subject specific words and use all their senses to explore beliefs, practices and forms of expression. They ask questions and reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of and wonder of the world in which they live.

KS1- Develop their knowledge and understanding of religions and worldviews. They find out about simple examples of religion that are drawn from local, national and global contexts. They should use basic subject specific vocabulary. They should raise questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas. The RE curriculum is engaging and interactive, using story, music, drama, activity, teamwork, thinking structures and language work to enable deepening engagement from every child.

KS2- Extend their knowledge and understanding of religions and worldviews, recognising their local, national, and global contexts. They should be introduced to an extended range of sources and subject specific vocabulary. They should be encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life. Pupils should 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.

Area of Study	FS1	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Leadership	<p>FI-Which people are special and why?</p> <ul style="list-style-type: none"> -Know special people in their immediate family. -Know and respond to special friends in school. 	<p>FI-Which people are special and why?</p> <ul style="list-style-type: none"> -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. 		<p>Unit 2.1 Leaders</p> <ul style="list-style-type: none"> • 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 ruses for living harmoniously, the difference they have made. 	<p>Unit 3.4 - Inspirational people from the past</p> <ul style="list-style-type: none"> • Know at least two examples of 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. 		<p>Unit 5.1 - Inspiration people in today's world</p> <ul style="list-style-type: none"> • 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. 	
	<p>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 in relation to each of the above.</p>							

Places of worship	<p>F3 What places are special and why?</p> <p>-Know that our homes are our special places.</p> <p>-Know that school is a special place.</p>	<p>F3 What places are special and why?</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>Unit 1.4 Symbols in religious worship and practice</p> <ul style="list-style-type: none"> Know that churches and synagogues are used as a place of worship. Know about worship at a church and a synagogue and the symbols, artefacts, music, holy books and other things that happen there. Know about weddings in Jewish and Christian holy buildings. 	<p>Unit 3.3 Worship and Sacred Places</p> <ul style="list-style-type: none"> Know about churches, Mosques and Mandirs and the way these buildings express key ideas about belief and worship. Know how to identify similarities between the places of worship. Know how to connect features of the buildings to religious beliefs, teachings, practices and ways of living. Know how to observe, notice, name, describe and remember aspects of worship in different religious buildings. 	<p>Unit 4.4 Religion, family, community, worship, celebration, ways of living</p> <ul style="list-style-type: none"> Know how to explore Hindu ideas about gods and goddesses, worship in the home and Mandir 	<p>Unit 5.4 Beliefs in action in the world</p> <ul style="list-style-type: none"> 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. 	
	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 in relation to each of the above.						
Spiritual expression		<p>F5 Who are we and how do we belong?</p>	<p>Unit 1.3 - Beliefs and Teachings</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>Unit 4.2 - Symbols and religious expression</p> <ul style="list-style-type: none"> Know how to reflect about how the journey of a person who is spiritual but not religious might be like a religious pilgrimage. <p>Unit 4.3 - Spiritual expression</p> <ul style="list-style-type: none"> 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. Know about examples of music from Christianity, including Christmas carols, a famous hymn, contemporary worship music and Christian songs for children. Know how to compare the above with music from any sources which pupils find spiritually interesting or inspiring. 	<p>Unit 5.3 - Beliefs and questions</p> <ul style="list-style-type: none"> Know about different ideas and forms of expression in relation to belief about God in Muslim and Hindu life. <p>Unit 5.4 - Beliefs in action in the world</p> <ul style="list-style-type: none"> Know about religious architecture and how this art reflects the teachings of the religion -such as Mosques, churches and synagogues. 	<p>Unit 6.3 - Beliefs in action in the world</p> <ul style="list-style-type: none"> Know about spiritual concepts of justice, fairness, compassion and responsibility.
	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 in relation to each of the above.						

Festivals and celebrations

F4 What times are special and why?
 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.

F4 What times are special and why?
 -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 and describing **special times** with family or friends and respecting differences.

Unit 1.1- Celebrations and festivals
 -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**.

Unit 3.1 - Beliefs and Questions

- 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.

Unit 4.4 - Religion, family, community, worship, celebration, ways of living

- 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.

Unit 5.2 - Religion and the individuals: What matters to Christians?

- Know about the deeper meanings of the **celebrations of Christmas, Easter, Pentecost and Eucharist**.

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 in relation to each of the above.

Religious Community

F5 Belonging: Who are we and how do we belong?
 -Know there are similarities and differences between us.

-Know that I live in a **family**.

F5 Belonging: Who are we and how do we belong?
 -Know that I have similarities and differences that connect me to and distinguish me from others.

-Know that I live in a **village** with a **community**.

Unit 1.2 - Myself and Caring for Others
 -Know about their uniqueness as a person in a family and **community**.

-Know how to care for others, exploring the characteristics such as goodness, kindness, generosity and sharing.

-Know how to infer ideas about caring from religious stories and teachings

Unit 2.2 - Believing

- Know about some ways a Rabbi teaches the **Jewish community about God**.

Unit 2.3 - Belonging

- Know about belonging in a family, to a school and the **community**.
- Know about ways of **belonging in Christianity**, e.g., Christenings and Believers' Baptisms. Jesus' Baptism. The Golden Rule ("Do unto others as you would have them do unto you.") and belonging to humanity.

Unit 4.4 - Religion, family, community, worship, celebration, ways of living

- Know how beliefs and values are expressed in stories, festivities and worship and learning from **Hindu community life**.

Unit 5.4 - Beliefs in action in the world

- Know about different charities which apply the "golden rule" (Treat others as you would like to be treated, "**Love your neighbour as yourself**") from a range of religions and worldviews, making links and discussion to some global problems around poverty.

Unit 5.2 Religion and the individuals: What matters to Christians?

- Know the role of the **Christian community** in helping people to live a good life and the pupils' reflections on Christians' uses of ideas such as Trinity, forgiveness or inspiration.

Unit 6.2 - Religion, worldviews, family and community

- Know about the statistics of **world religions in the local area**, the county, region, nation and world.
- Know about at least two examples of **interfaith co-operation**.

Unit 6.4 - Belief in action in the world

- Know about pre-war Jewish life and the impact of persecution and discrimination on **Jewish people living in Germany** in the 1930s and 1940s.
- Know about the work of the National Holocaust Centre and Museum as a place of remembrance in the UK.
- Know about the Kindertransport and the importance of providing **refuge** to people who were persecuted for who they were and what they believed.

Unit 6.3 - Beliefs in action in the world

- Know about at least two examples of **major faith-based global aid** and development charities.

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 in relation to each of the above.								
Understanding scripture	<p>F1 Which stories are special and why? -Know the name of a special story to them.</p>	<p>F1 Which stories are special and why? -Know which stories are special to them and why.</p> <p>-Know that each person may have a different special story and respect that.</p>	<p>Unit 1.3 – Beliefs and Teachings -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.</p>	<p>Unit 2.2 – Believing • Know some Jewish people’s ideas about God and the story of creation. Unit 2.4 – Story • 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.</p>			<p>Unit 5.2 Religion and the individuals: What matters to Christians? • Know the ways Christians use some examples of Bible texts to guide them in facing life’s challenges</p>	<p>Unit 6.1 – Teaching wisdom and authority • Know how to examine and understand two carefully selected texts from the scriptures of each of the religions selected for study.</p> <p>• Know about two contemporary examples of each of the faith communities who are seeking to live out these texts and their values.</p>
	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 in relation to each of the above.							
Rituals and practice	<p>F6- Our wonderful world: how can we care for living things? -Know I have to look after things in Nursery.</p> <p>-Know about our family and how to keep ourselves safe.</p>	<p>F6- Our wonderful world: how can we care for living things? -Know I have to take responsibility for my class objects and actions.</p> <p>-Know how to care for living things.</p> <p>-Know about people who help us.</p>	<p>Unit 1.4 Symbols in religious worship and practice -Know about worship at a church and a synagogue and the practice with symbols, artefacts, music, holy books and other things that happen there.</p>	<p>Unit 2.2 – Believing • Know how to use their factual knowledge to suggest meanings in Jewish practice.</p>	<p>Unit 3.2 – Religion, Family and community: Prayer • 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.</p>		<p>Unit 4.1 – The journey of life and death. • Know key ways 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.”</p> <p>Unit 4.2 – Symbols and religious expression • 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.</p>	
	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 in relation to each of the above.							
Develop and use skills which will assist them to engage seriously with religions and world views.								

Enquiry and Questioning

- Know that questions can help us find out more.

- Know how to ask questions to find out more and wait for answers.

- Know how to use information from questions to inform their own thoughts.

- Know how to use their factual knowledge to suggest what it means to belong in various ways.

- Know how to use knowledge from scripture to enquire about contemporary practice and beliefs.

- Know and enquire about reasons for ritual and practise.
- Know now how to reflect on questions and consider what it means to them.

- Know how to use information to address questions in discussion and writing.
- Know how to reflect on their own response to Hindu and Muslim texts and expression

- Know how to reflect on big questions about human values and behaviour.
- Know how to respond thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different religions.
- Know how to gather, weigh up and use information through simple research.