



# Hunton

C of E Primary School

Life in all its fullness - John 10:10

## KS2 Progression of Knowledge and Skills in Religious Education

### Progression of Knowledge: Year 3 – Cycle A

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Unit	PEOPLE OF GOD – What is it like to follow God?	INCARNATION – What is the Trinity? (Core Learning)	SIKH – What is important for Sikh people?	SALVATION – Why do Christians call the day that Jesus died ‘Good Friday?’ (Core Learning)	KINGDOM OF GOD – When Jesus left, what was the impact of Pentecost?	SIKH – How do Sikh people worship and celebrate?
Knowledge building blocks	<ul style="list-style-type: none"> <li>- I know that 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>- I know the People of God try to live in the way God wants, following his commands and worshipping him.</li> <li>- I know 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>- I know Christians believe God is Trinity: Father, Son and Holy Spirit.</li> <li>- I know Christians believe The Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers.</li> <li>- I know Christians find that understanding God is challenging; people spend their whole lives learning about God.</li> <li>- I know Christians want to try to understand God better so try to describe God using symbols, similes and metaphors, in song, story, poems and art.</li> <li>- I know 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>- I know 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>- I know Sikhs believe that there is only one God, who they have several names for. (Waheguru)</li> <li>- I know that 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>- I know that it is important for Sikh’s to belong to a community of believers called the Khalsa.</li> <li>- I know that 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>- I know Christians see Holy Week as the culmination of Jesus’ earthly life, leading to his death and resurrection.</li> <li>- I know the various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to earth to do.</li> <li>- I know that Christians today trust that Jesus really did rise from the dead, and so is still alive today.</li> <li>- I know Christians remember and celebrate Jesus’ last week, death and resurrection.</li> </ul>	<ul style="list-style-type: none"> <li>- I know 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>- I know Christians believe Jesus is still alive, and rules in their hearts and lives by the Holy Spirit, if they let him.</li> <li>- I know 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>- I know Christians celebrate Pentecost as the beginning of the Church</li> </ul>	<ul style="list-style-type: none"> <li>- I know Sikhs can worship at any time or day, at home or in the Gurdwara.</li> <li>- I know Sikhs are expected to pray three times a day and meditate and recite words from the holy scriptures</li> <li>- I know that Sikh people respect and regard The Guru Granth Sahib as a living Guru.</li> <li>- I know the Gurdwara is place that is welcome and open to everyone and is known as the ‘doorway to the house of God’</li> <li>- I know that all Sikhs are encouraged by their Guru (Guru Granth Sahib) to perform Seva or Selfless Service.</li> <li>- I know that Vaisakhi is the biggest and most important Sikh festival, where they remember the founding of the Khalsa and the Sikh New Year.</li> </ul>



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## KS2 Progression of Knowledge and Skills in Religious Education

Vocabulary	Promises, agreements, Covenant, vows, Faith, vows	Creator, Trinity, Holy Spirit, Saviour, humanity, transcendent, Baptism, revealed, human form	Sikhi, Gurumat – ‘The thinking of the Guru’, Vaisakhi, Khalsa, Wahrguru, Mool Mantra, gurmukh	Creation, Fall, Maundy Thursday, Last Supper, Holy Communion, Passover, Death, Crucifixion, Resurrection, Ritual, Betrayal, Trust	Pentecost, Holy Spirit, Kingdom, Anxieties, worries, bereaved, king, comforter, fruits of the Spirit, Virtues, Parish, Fellowship, Narrative, Inaugurated, Invisible, body of	Guru Granth Sahib, Gurdwara, Seva, Vaisakhi, Khalsa, Langar, Granthi, Nishan Sahib
	Progression of Skills: Year 3 – Cycle A					
Skills	Emerging <ul style="list-style-type: none"><li>- I can identify beliefs</li><li>- I can retell and suggest the meanings of stories</li><li>- I can recall and name</li><li>- I can recognise</li></ul>		Expected <ul style="list-style-type: none"><li>- I can describe some ways</li><li>- I can ask questions and suggest some of my own responses</li><li>- I can suggest why</li><li>- I can identify how</li><li>- I can make connections between stories</li><li>- I can give examples of how and suggest reasons why</li><li>- I can discuss my own and others ideas</li><li>- I can explore and suggest ideas</li><li>- I can link up some questions and answers</li></ul>		Exceeding <ul style="list-style-type: none"><li>- I can identify some similarities and differences</li><li>- I can discuss and present my own ideas about why</li><li>- I can express my own understanding</li><li>- I can present my own ideas about attitudes</li><li>- I can make links between key concepts and the big story of the Bible</li><li>- I can consider and evaluate</li><li>- I can suggest how and why</li><li>- I can express ideas</li></ul>	
	Progression of Knowledge: Year 4 - Cycle B					
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Unit	CREATION - What do Christians learn from the Creation story?	INCARNATION – What is the Trinity? <i>(Digging Deeper)</i>	GOSPEL – What kind of world did Jesus want?	SALVATION – Why do Christians call the day that Jesus died ‘Good Friday?’ <i>(Digging Deeper)</i>	HINDU Faith - What do Hindu people believe about God?	HINDU Faith- What do Hindu people worship and celebrate



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## KS2 Progression of Knowledge and Skills in Religious Education

Knowledge building blocks	<ul style="list-style-type: none"><li>- I know God the Creator cares for the creation, including human beings.</li><li>- I know that as human beings are part of God’s good creation, they do best when they listen to God.</li><li>- I know that 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>- I know that Christians believe God is Trinity: Father, Son and Holy Spirit.</li><li>- I know Christians believe the Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers.</li><li>- I know Jesus, the Son of God, is seen by Christians as revealing what God the Father is like.</li><li>- I know that understanding God is challenging; people spend their whole lives learning more and more about God.</li><li>- I know 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>- I know Christians believe Jesus challenges everyone about how to live — he sets the example for loving God and your neighbour, putting others first.</li><li>- I know Jesus shows love and forgiveness to unlikely people.</li><li>- I know Christians try to be like Jesus — they want to know him better and better.</li><li>- I know 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>- I know that Christians see Holy Week as the culmination of Jesus’ earthly life, leading to his death and resurrection.</li><li>- I know the various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to do.</li><li>- I know that Christians today trust that Jesus really did rise from the dead, and so is still alive today.</li><li>- I know Christians remember and celebrate Jesus’ last week, death and resurrection.</li></ul>	<ul style="list-style-type: none"><li>- I know that Hinduism describes the many religious beliefs and practices that developed in India over the past 4500 years</li><li>- I know Hindu people believe in the supreme being Brahman that is in every living thing</li><li>- I know Hindu people worship many aspects of Brahman through different deities</li><li>- I know some Hindu stories and can talk about how these may impact the lives of Hindu people.</li></ul>	<ul style="list-style-type: none"><li>- I know and understand how and why Hindu people worship at home and in a Mandir.</li><li>- I know and understand how and why Hindu people celebrate Diwali, Holi and Raksha Bandan</li><li>- I know and can explain why families are important for Hindu people</li><li>- I know about and can express my own ideas about worship, celebrations and families.</li></ul>
	Vocabulary	Creator, Creation, relationship, guideline, Ten Commandments, Genesis, Psalm	Creator, Trinity, Holy Spirit, Saviour, humanity, transcendent, Baptism, revealed, human form	Neighbour, Disciple, Clergy, Teachings, Teachings, Parable, Hidden Meaning, Love, Hypocrisy, Social Justice	Creation, Fall, Maundy Thursday, Last Supper, Holy Communion, Passover, Death, Crucifixion, Resurrection, Ritual, Betrayal, Trust	Hinduism, Supreme being, Brahman, deities/deity, Shiva, Aum, Lakshmi, Visnu, Brahma, Atman, Dharma
Skills	Progression of Skills: Year 4 - Cycle B					
	Emerging <ul style="list-style-type: none"><li>- I can identify beliefs</li><li>- I can retell and suggest the meanings of stories</li><li>- I can recall and name</li><li>- I can recognise</li></ul>	Expected <ul style="list-style-type: none"><li>- I can describe some ways</li><li>- I can ask questions and suggest some of my own responses</li><li>- I can suggest why</li><li>- I can identify how</li><li>- I can make connections between stories</li><li>- I can give examples of how and suggest reasons why</li><li>- I can discuss my own and others ideas</li><li>- I can explore and suggest ideas</li><li>- I can link up some questions and answers</li></ul>	Exceeding <ul style="list-style-type: none"><li>- I can identify some similarities and differences</li><li>- I can discuss and present my own ideas about why</li><li>- I can express my own understanding</li><li>- I can present my own ideas about attitudes</li><li>- I can make links between key concepts and the big story of the Bible</li><li>- I can consider and evaluate</li><li>- I can suggest how and why</li><li>- I can express ideas</li></ul>			



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## KS2 Progression of Knowledge and Skills in Religious Education

### Progression of Knowledge: Year 5 - Cycle A

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
GOD – What does it mean if God is loving and holy?	INCARNATION– Was Jesus the Messiah? (Core Learning)	PEOPLE OF GOD – How can following God bring freedom and justice?	SALVATION– What Jesus do to save human beings?	ISLAM - What do Muslim people believe about the way they should live their lives and why?	ISLAM - What do Muslim people believe about the way they should live their lives and why?
<ul style="list-style-type: none"> <li>- I know Christians believe God is omnipotent, omniscient and eternal, and that this means God is worth worshipping.</li> <li>- I know 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>- I know 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>- I know 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>- I know that Jesus was Jewish.</li> <li>- I know Christians believe Jesus is God in the flesh.</li> <li>- I know 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>- I know that The Old Testament talks about a 'rescuer' or 'anointed one' — a messiah. Some texts talk about what this 'messiah' would be like.</li> <li>- I know that 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>- I know The Old Testament pieces together the story of the People of God.</li> <li>- I know that 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>- I know 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>- I know 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>- I know The Gospels give accounts of Jesus' death and resurrection.</li> <li>- I know The New Testament says that Jesus' death was somehow 'for us'.</li> <li>- I know 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>- I know Christians remember Jesus' sacrifice through the service of Holy Communion (also called the Lord's Supper, the Eucharist or the Mass).</li> <li>- I know 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 know about and can express some ideas about Muslim beliefs about God, making some links with some of the 99 Names of Allah</li> <li>- I know and can re-tell some stories about the life of the Prophet Muhammad and recognize what they might say about him</li> <li>- I know some ways in which Muslim people practice their beliefs in relation to the five pillars of Islam and analyse their importance within the Muslim faith</li> <li>- I know and recognise some objects and places used by Muslim people and evaluate why they are important</li> <li>- I know how to find out about and respond with my own ideas to examples of different beliefs, prayer, generosity and worship</li> </ul>	<ul style="list-style-type: none"> <li>- I know and can identify some ways in which Muslim people practice their beliefs in relation to the five pillars of Islam especially Sawm (fasting) and Hajj (pilgrimage) and analyse their importance within the Muslim faith</li> <li>- I know how to find out about and respond with my own ideas about these beliefs and practices</li> <li>- I know how to describe and reflect on the significance of the Holy Qur'an to Muslim people.</li> <li>- I know about and can describe the forms of guidance that Muslim people use and compare them to the forms of guidance that they follow.</li> </ul>

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## KS2 Progression of Knowledge and Skills in Religious Education

Omnipotent, Eternal, Omniscient, Holy, Loving, Forgiving, Sin, Grace, Injustice, Confessional, Reconciliation, Holiness, Psalms		Messiah, prophecy, trinity, incarnation, saviour, anointed, transformation, transfiguration, revolution	Freedom, Justice, Theological, exodus, slavery, obedience, salvation, commandments, covenant, Christian Church, injustice, mission, nomads	Pesach, sacrifice, Eucharist, Mass, victory, restoration, epitaph, memorial	Allah, Prophet Muhammad, Five Pillars of Islam, Shahadah, prayer, pilgrimage, Hajj) fasting (Sawm), Zakah, The Qur'an, Rehal, Ka'bah, prayer mat, Mosque, Qubba (dome structure), Mihrab, Imam
Skills	Progression of Skills: Year 5 - Cycle A				
	<b>Emerging</b> <ul style="list-style-type: none"><li>- I can define the term</li><li>- I can give two reasons</li><li>- I can recall</li><li>- I can find out</li><li>- I can respond with my own ideas</li><li>- I can identify</li><li>- I can describe</li></ul>	<b>Expected</b> <ul style="list-style-type: none"><li>- I can outline clearly</li><li>- I can give examples of ways</li><li>- I can express thoughtfully</li><li>- I can present different views</li><li>- I can express my own understanding / ideas</li><li>- I can explain the impact</li><li>- I can explain some similarities and differences between</li><li>- I can explain some reasons why</li><li>- I can make connections between</li><li>- I can suggest some reasons why</li><li>- I can describe and reflect</li></ul>		<b>Exceeding</b> <ul style="list-style-type: none"><li>- I can explain how ... disagree and interpret things differently</li><li>- I can explain the links between ... giving reasons why</li><li>- I can enquire into ... using evidence and examples</li><li>- I can interpret a range of ...</li><li>- I can investigate and explain ... expressing my own ideas</li><li>- I can examine the title question from different perspectives including my own.</li><li>- I can apply ideas.</li><li>- I can consider and evaluate</li></ul>	



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## KS2 Progression of Knowledge and Skills in Religious Education

### Progression of Knowledge: Year 6 - Cycle B

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
CREATION - Creation and science: conflicting or complementary?	INCARNATION - Was Jesus the Messiah? <i>(Digging Deeper)</i>	GOSPEL – What would Jesus do?	SALVATION – What difference does the resurrection make for Christians?	BUDDHISM - What do Buddhists believe about the way they should live their lives and why?	KINGDOM OF GOD – What kind of a king is Jesus?
<ul style="list-style-type: none"> <li>- I know that there is much debate and some controversy around the relationship between the accounts of creation in Genesis and contemporary scientific accounts.</li> <li>- I know 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>I know that there are many scientists throughout history and now who are Christians.</li> <li>- I know 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>- I know that The Old Testament pieces together the story of the People of God. As their circumstances change (for example, from being nomads (Abraham, Jacob) to being city dwellers (David)), they have to learn new ways of following God.</li> <li>- I know the story of Moses and the Exodus shows how God rescued his people from slavery in Egypt.</li> <li>- I know 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> <li>- Christians see the Christian Church as part of the ongoing story of the People of God, and try to live in a way that attracts others to God, for example, as salt and light in the world.</li> </ul>	<ul style="list-style-type: none"> <li>- I know 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>- I know that 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>- I know 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>- I know 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>- I know The Gospels give accounts of Jesus' death and resurrection.</li> <li>- I know that belief in Jesus' resurrection confirms to Christians that Jesus is the incarnate Son of God, but also that death is not the end.</li> <li>- I know this belief gives Christians hope for life with God, starting now and continuing in a new life (heaven).</li> </ul>	<ul style="list-style-type: none"> <li>- I know and can describe what Buddhists believe about the Buddha and his search for enlightenment.</li> <li>- I know about and can explain that the Buddha's first teaching was about the Four Noble truths and that these are teachings about suffering and about impermanence</li> <li>- I know about and can explain what is taught to and by Buddhists through the Eightfold Path and describe about how that might help Buddhists to live their lives • explain the Five Precepts of Buddhism</li> <li>- I know how to express my ideas about the value of prayer and meditation.</li> <li>- I know some of the key teachings of Buddhism that can be found in Buddhist stories</li> <li>- I know how the beliefs and teachings of Buddhism compare with those found in other religions that I have studied.</li> </ul>	<ul style="list-style-type: none"> <li>- I know that 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>- I know The Kingdom is compared to a feast where all are invited to join in. Not everyone chooses to do so.</li> <li>- I know many Christians try to extend the Kingdom of God by challenging unjust social structures in their locality and in the world.</li> </ul>

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Contemporary, scientific, controversy, conflict, wonder, majesty, power, interpretations, cosmology, evolution		Messiah, prophecy, trinity, incarnation, saviour, anointed, transformation, transfiguration, revolution	National, Global, sermon, Commandments, Miracle, Transformation, sacrament, discipleship	Pesach, Sacrifice, Eucharist, Mass, victory, Restoration, Epitaph, memorial	Buddha, Buddhists, enlightenment, The Four Noble Truths, Eightfold Path, Five precepts, meditation, The Three Signs of Being, Dukkha, Anicca, Anatta	Unjust, generous, forgiving, Kingdom, peacemakers, hospitality, act justly, mercy
Skills	Progression of Skills: Year 6 - Cycle B					
	<b>Emerging</b> <ul style="list-style-type: none"><li>- I can define the term</li><li>- I can give two reasons</li><li>- I can recall</li><li>- I can find out</li><li>- I can respond with my own ideas</li><li>- I can identify</li><li>- I can describe</li></ul>	<b>Expected</b> <ul style="list-style-type: none"><li>- I can outline clearly</li><li>- I can give examples of ways</li><li>- I can express thoughtfully</li><li>- I can present different views</li><li>- I can express my own understanding / ideas</li><li>- I can explain the impact</li><li>- I can explain some similarities and differences between</li><li>- I can explain some reasons why</li><li>- I can make connections between</li><li>- I can suggest some reasons why</li><li>- I can describe and reflect</li></ul>			<b>Exceeding</b> <ul style="list-style-type: none"><li>- I can explain how ... disagree and interpret things differently</li><li>- I can explain the links between ... giving reasons why</li><li>- I can enquire into ... using evidence and examples</li><li>- I can interpret a range of ...</li><li>- I can investigate and explain ... expressing my own ideas</li><li>- I can examine the title question from different perspectives including my own.</li><li>- I can apply ideas.</li><li>- I can consider and evaluate</li></ul>	