



RELIGIOUS EDUCATION PROGRESSION: Disciplinary and Substantive knowledge

Communicate					
	KS1	Year 3	Year 4	Year 5	Year 6
	Children can express creatively their response to their own experiences of the concepts candlelight as a symbol, journeys, community, welcoming, belonging, remembering, special, angels, love, creation, God	Children can express creatively as well as begin to describe their response to their own experiences of the concepts special, waiting, neighbour, changing emotions, celebrating, community	Children can express creatively as well as describe their response to their own experiences of the concepts teaching, holy, pilgrimage, symbol, peace	Children can begin to respond creatively as well as begin to explain their response to their own experiences of the concepts stewardship, warning, belonging, suffering, justice, umma	Children can respond creatively as well as explain their response to their own experiences of the concepts rites of passage, interpretation, the one life, freedom, ritual, peace
Apply					
	KS1	Year 3	Year 4	Year 5	Year 6
	The can recognise how their own responses to the concepts candlelight as a symbol, journeys, community, welcoming, belonging, remembering, special, angels, love, creation, God relate to events in their own and sometimes other people's lives	They can recognise and begin to describe how their responses to the concepts special, waiting, neighbour, changing emotions, celebrating, community relate to events in their own lives and sometimes others' lives	They can recognise and describe how their responses to the concepts teaching, holy, pilgrimage, symbol, peace relate to events in their own and sometimes others' lives	They can begin to explain some examples of how their response to the concepts stewardship, warning, belonging, suffering, justice, umma relates to their lives and the lives of others	They can explain examples of how their responses to the concepts rites of passage, interpretation, the one life, freedom, ritual, peace relate to their own lives and the lives of others

Inquire

	KS1	Year 3	Year 4	Year 5	Year 6
	Simply describe what has been taught about the concepts candlelight as a symbol, journeys, community, welcoming, belonging, remembering, special, angels, love, creation, God	They can begin to accurately describe what has been taught about the meaning of the concepts special, waiting, neighbour, changing emotions, celebrating, community. (A concepts)	They can accurately describe what has been taught about the meaning of the concepts teaching, holy, pilgrimage, symbol, peace. (A and B concepts)	They can begin to accurately explain meanings of the concepts stewardship, warning, belonging, suffering, justice, umma in the traditions encountered and studied. (A, B and C concepts)	They can accurately explain meanings of the concepts rites of passage, interpretation, the one life, freedom, ritual, peace in the traditions encountered and studied. (A, B and C concepts)

Contextualise

	KS1	Year 3	Year 4	Year 5	Year 6
	Simply describe what has been taught about the concepts candlelight as a symbol, journeys, community, welcoming, belonging, remembering, special, angels, love, creation, God and how it is used in the tradition studied	They can begin to accurately describe some variation in ways in which the concepts special, waiting, neighbour, changing emotions, celebrating, community are shown in lives of people encountered and studies	They can accurately describe some variation in ways in which the concepts teaching, holy, pilgrimage, symbol, peace, are shown in lives of people encountered and studies	They can begin to accurately explain the way the concepts stewardship, warning, belonging, suffering, justice, umma in the traditions encountered and studied impact the lives of those in the traditions with some examples	They can accurately explain the way the concepts rites of passage, interpretation, the one life, freedom, ritual, peace in the traditions encountered and studied impact the lives of those in the traditions with examples

<p>Christianity (depth study)</p>		<p>Children need to know:</p> <ul style="list-style-type: none"> -The Bible is the special book for Christians -The Bible is split into the old Testament and the new Testament -The bible is made up of 66 books. - There are many different text types in the bible including stories (parables), poems, songs (psalms), letters, proverbs and letters -The Bible is used in many different ways e.g. for worship at home and at church, as a basis for prayer or songs, for guidance, for teaching <p>-Advent is the 4 weeks before Christmas</p> <p>-Advent is a time of preparation for Christmas (the celebration of the birth of Jesus)</p> <p>-Many churches display an advent wreath during Christmas.</p> <p>-The four outer candles on the wreath represent hope, love, joy and peace.</p> <p>- Many Christians believe it is also a time for prayer, reflecting on past choices and how to make better decisions in the coming weeks.</p> <p>-Easter is the most important festival in the Christian calendar.</p>	<p>Children need to know:</p> <ul style="list-style-type: none"> -Holy means someone or something dedicated to God -For many Christians, Mary is an example of a Holy person, because she obeys God always and is the mother of Jesus, the Son of God -Catholic Christians especially have statues, stained glass, hymns and prayers that are directed to Mary as a very important Holy person -Artwork about Mary often shows her as Holy (for example, by using a halo) and as the mother of Jesus <p>A symbol is something that stands for something else, an idea or value for example</p> <p>-The cross is a very important symbol for Christians</p> <p>-It symbolizes the death and resurrection of Jesus and the belief in life after death for Christians</p> <p>-There are many different types of crosses each with a different emphasis – for example the empty cross emphasizing the resurrection and the crucifix showing the suffering of Jesus</p>	<p>Children need to know:</p> <ul style="list-style-type: none"> -The Magi brought Jesus threes gift: Gold, Frankincense and Myrrh -Gold is a precious metal -Frankincense is a crystalised tree sap Myrrh is a hard tree sap - The 3 gifts had a significance: gold to show Jesus as a king, frankincense for worshipping Jesus as the son of God and myrrh to warn of his death -The Magi were not kings but people who looked at signs and interpreted them. They warned others of good or bad things to come. -The Magi were warning that despite the miracles and teachings, people would reject Jesus and his message <p>-Jesus was Jewish and celebrated the Jewish festival of Passover with the disciples just before he was arrested</p> <p>-the meal is remembered by Christians as the Last Supper</p> <p>-at the Last Supper, Jesus knew that one of his disciples, Judas, would betray him.</p> <p>-Judas betrays him and Jesus is arrested.</p> <p>-Jesus dies on the cross after suffering for a time.</p>	<p>Children need to know:</p> <ul style="list-style-type: none"> -Christian rites of passage include birth, baptism, marriage and death -The Bible teaches that Jesus was baptised by John the Baptist. -Many Christians believe that baptising cleanses people from original sin. -- Baptism is practised by nearly all Christian denominations as it is seen as an instruction from God and a way of following Jesus' example. -Christian baptism can take may different forms. -In infant baptism, holy water from a font is usually sprinkled on the baby's head. In adult/believers baptism, the person is usually completely submerged under water. <p>- The story about the birth of Jesus is found in two of the four gospels – Matthew and Luke</p> <p>-It is not in the other two gospels of Mark and John at all</p> <p>-The two stories have similarities, such as Jesus is born in Bethlehem and the family make their home in Nazareth</p> <p>-The two stories have differences, such as the</p>
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-It celebrates Jesus' **resurrection** from the dead
-**Holy week** is the week before Easter and this remembers the week leading up to Jesus' death
-**Maundy Thursday**: Jesus eats a **Passover** meal with his disciples as they were celebrating Passover as Jews
-**Palm Sunday**: first day of Holy week and celebrates Jesus' arrival into Jerusalem
-**Good Friday**: Jesus dies on the cross
-**Easter Sunday**: Jesus' resurrection

-Christians believe that Jesus told stories called parables
-Parables have hidden meanings
-'The Good Samaritan' is a parable
-'The Good Samaritan' teaches Christians that you should be kind to everyone and count everyone as your neighbour, even if they have a different background to you, or believe different things.

shepherds in Luke and the **wise men in Matthew**
-This is because each of the **gospel** writers interpreted the story of **Jesus** in a way that highlighted what was important to them as a writer

<p>Buddhism (depth study)</p>		<ul style="list-style-type: none"> -Buddhists follow the teachings of a man called Siddhattha Gotama, who became known as the Buddha - The Buddhist tradition started in India over 2,500 years ago -The Buddhist tradition is one of the 5 largest religions in the world -Wesak celebrates the Buddha's birthday -Wesak is the most important of Buddhist festivals - There are different types of Buddhism -The Buddhist community is called the Sangha -The Sangha is made up of monastic Buddhists and lay Buddhists -Monastic Buddhists have very few possessions – they rely on the lay community for food (alms) 	<p>Buddha's first set of teachings are known as the 'Four Noble Truths'.</p> <ul style="list-style-type: none"> -The Eightfold Path is the 'middle way' to escape suffering. -The Eightfold Path consists of: Right intention, right view, right speech, right action, right livelihood, right effort, right concentration and right mindfulness. -The Eightfold path can be divided up into 3 sections: wisdom, good behaviour and mental strength -Meditation is of great importance to many Buddhists - Buddha became enlightened after a long period of meditation - Meditation helps a Buddhist to clear their mind,,making it peaceful and clear -Buddha Rupas are pictures or statues of the Buddha - Many Buddhists focus attention on the Buddha Rupa to help them feel peaceful and aid meditation 		
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<p>Islam (depth study)</p>				<p>-The Five Pillars of Islam are the 5 most important duties for Muslims The first pillar is the Shahadah –the belief that there is no god but Allah and Mohammad is his messenger -Salah/ Salat is the second pillar of Islam – praying 5 times a day -Many Muslims wash before prayer They face Mecca when praying -Muslims pray in a clean place (wherever possible)</p> <p>-Hajj is the 5th pillar of Islam -Hajj is a pilgrimage to Mecca -The pilgrims visit the Ka'bah -Zakat is the 3rd pillar of Islam (giving to charity) -Hajj and Zakat contribute towards a sense of community for Muslims</p>	<p>- Many Muslims only pray when they are in a ritual state of purity -The Muslim washing ritual is called wudu -The wudu ritual is carried out before prayer -Eid-ul-Fitr is the festival that follows Ramadan -There are various rituals involved in Eid-ul-Fitr e.g. wearing best clothes, decorating homes, praying, special meals with family, giving gifts and cards, reading the Qur'an etc</p> <p>-Many Muslims believe the words of the Qur'an were revealed to the prophet Mohammed - Many Muslims believe that by following the teachings of Allah, they will find peace -Ramadan is the ninth month of the Islamic calendar - Ramadan remembers the month the Qur'an was revealed to the prophet Mohammed -During Ramadan, many Muslims fast during daylight hours - Ramadan is also a time for prayer and good deeds</p>
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<p>Overview studies</p>			<p>A pilgrimage is a journey to a place of religious importance.</p> <ul style="list-style-type: none"> -Many Christians chose to go on a pilgrimage to Lourdes -Many Jews choose to go on a pilgrimage to Jerusalem -Many Sikhs choose to go on a pilgrimage to the golden temple in Amritsar -Many Hindus choose to go on a pilgrimage to Varanasi 	<ul style="list-style-type: none"> -The Islamic, Christian and Jewish religions are all Abrahamic religions -There are many similarities between the Islamic and Jewish/Christian creation story -Many Christians and Jews believe that God created the world and gave humans a special responsibility to cultivate it, guard it and use it wisely. -Many Muslims believe that Allah created the world and they have been given the role of khalifah which means Allah gave the planet to human beings to look after and be its guardians -Justice means fair treatment -Stories of justice appear in the Bible, Torah and Qur'an -Some examples of stories of justice are The Lost Son (Christian), Jonah and the Whale (Christian and Jewish), The Rabbi and the Cow (Jewish) and Justice for all (Muslim) 	<ul style="list-style-type: none"> - The Golden Rule is an ethical principle that many Humanists & different religions use -It helps Humanists see how to live their life -It can be expressed positively "treat others as you would like to be treated yourself" -It can be expressed negatively "don't treat others the way you would not like to be treated yourself" -Many Humanists use 10 rules to live their lives by -The festival of Passover remembers the story of the Exodus in the Torah -During Passover, Jews remember how their ancestors left slavery behind when they were led out of Egypt by Moses to freedom -The evening before Passover, Jewish families have a special Seder meal -The story of the Exodus is told from a book called the Haggadah during the meal -Jewish people remember their time of being enslaved in Egypt and their freedom now
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Evaluate

	KS1	Year 3	Year 4	Year 5	Year 6
	<p>They can, in simple terms, discern something of the value of candlelight as a symbol, journeys, community, welcoming, belonging, remembering, special, angels, love, creation, God in the lives of those living in the traditions studies as well as for their own lives and communities</p>	<p>They can discern and describe the value of the concepts special, waiting, ??, changing emotions, celebrating, community in the lives of those living in the traditions encountered and studied as well as recognising some of the issues this might raise. They can discern possible value for their own live and communities</p>	<p>They can discern and describe the value of the concepts teaching, holy, pilgrimage, symbol, peace, neighbour in the lives of those living in the traditions encountered and studied as well as recognising some of the issues this might raise. They can discern possible value for their own live and communities</p>	<p>They can discern the value of the concepts stewardship, warning, belonging, suffering, justice, umma in the lives of those living in the traditions encountered and studied, as well recognising some of the issues this might raise. They can discern possible value in the concepts for their own lives and communities</p>	<p>They can discern the value of the concepts rites of passage, interpretation, the one life, freedom, ritual, peace in the lives of those living in the traditions encountered and studied, as well as recognising some of the issues this might raise. They can discern possible value in the concepts for their own lives and communities</p>