

Religious Education Knowledge and Skills Progression

Year	The Buckinghamshire Agreed Syllabus for Religious Education	Topic & Trips	Knowledge	Skills	Vocabulary
EYFS	<p>PSED: Building Relationships</p> <p>Understanding the World: Past and Present</p> <p>People, Culture and Communities</p>	<p>All About Me Harvest Christmas Easter Diwali Lunar New Year</p> <p><i>(In addition to ongoing contextual references)</i></p> <p>Church Visit, Nativity play, Lunar New Year celebration</p>	<p>To know the names of people familiar to them and be able to describe who they are.</p> <p>To know that some places are special to members of their community.</p> <p>To know that people have different beliefs and celebrate special times in different ways.</p> <p>To know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p>	<p>To show sensitivity to their own and others' needs.</p> <p>To see themselves as a valuable individual.</p> <p>To think about the perspectives of others.</p> <p>To talk about the lives of the people around them and their roles in society.</p>	<p>family, community, traditions, religions, celebrations, customs, ceremonies, similarities, differences</p>
1 (Autumn)	<p>What does it mean to be me? What do religions say about what people are like and should be like What are important celebrations and how are they important</p>	<p>All about me Why do we celebrate special occasions? Church Visit</p>	<p>To know who we are To know how religious people are taught to behave and what they do To know which celebrations we celebrate and why they are important To know which occasions are celebrated by Christians and Jews</p>	<p>To be able to compare similarities and differences between two religions To understand that different people have different roles in a community To have respect for the differences we have and celebrate them To appreciate the diversity we have in our school and local community</p>	<p>Christianity, Christians, Jews, Judaism, community, religion Harvest, festival, Sukkot, birthday, Christmas, Easter, Hanukkah</p>
1 (Spring)	<p>What does belonging mean? What does belonging to a</p>	<p>How important are the groups people belong to?</p>	<p>To know what it is like to belong to a church or synagogue and how we show this To know about festivals in Christianity and Judaism (ie wedding, Bar Mitzvah, baptism</p>	<p>To be able to discuss Christianity and Judaism by comparing the similarities and differences</p>	<p>Belonging, groups, community, weddings, christening, baptism, congregation</p>

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	religious group mean		To know what it means to belong to a community or group	To show my personal experiences, feelings and opinions in different ways (i.e. posters, writing, role play, discussion) To be able to listen and appreciate the feelings of others To be able to put myself in someone else's shoes	
1 (Summer)	Who are the really important people in religions and why	What makes some people so important?	To know who is the most important to me and why To know who are the really important people in Christianity and Judaism and what makes them so important To know the different roles important people play in religion (i.e. vicar, rabbi)	To be able to confidently discuss who is more important to me and why To be able to ask questions about key roles in religious communities To appreciate the opinions of different religious people and their beliefs	Vicar, Reverend, Rabbie, Church, Synagogue, religion, Jesus, Jesus, Abrahm
2 (Autumn)	Which buildings are important in religions? What are the features of these buildings	Why are some places so important? Church Visit	To know what a special place is and how you feel about it. To know which buildings in our local area are important and why (i.e. churches, synagogues) To know the main features of these buildings and how they are important to people	To be able to communicate what my special places are in different ways (i.e. class discussions, art, writing) To be able to explain why churches and synagogues are important to Christians and Jews. To be able to identify the parts of a synagogue and church and their role in the building.	Long Crendon, community, feature, building, pulpit, tower, bell, organ, torah, bible, church, synagogue, temple, mosque
2 (Spring)	What objects are important or sacred in different religions and why How do religious people use them and treat them	What makes some things sacred to some people?	To know which objects are sacred in Christianity and Judaism To know why the objects are special and how they are used To know why and how we show respect for religious objects	To be able to explore different objects and talk about what they might be used for To be able to identify which objects belong to which religion To be able to compare similarities and differences between the objects that represent the different religions To be able to use religious objects with respect and understanding	Special object, sacred, belief, respect, bible, sacred text
2 (Summer)	What stories are important to	What makes some stories so important to	To know specific stories and which religion they represent (i.e. The Good Samaritan, David & Goliath, Moses, Jesus)	To be able to role play stories that represent different religions (i.e. Christianity, Judaism)	Stories, morals, message, teaching, bible, torah, Moses,

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	religious people and why What message or teachings might these stories have for religious people	different people? Why is it so important to look after our world?	To know key messages and what you can learn from stories To know the religious stories of how the world began To know how the stories help us appreciate and look after the world	To give and listen to opinions about what messages stories are giving us To appreciate other people's views and be able to share mine if I have any To represent ideas for how to look after the world in different ways (i.e. poster, write up, class discussion)	David, Goliath, Noah, creation, world, earth, religious stories
3 (Autumn)	What do religious people do in their worship How does worship express different beliefs about God, humans and the world	How and why do people worship? Church visit	To know how people in different religions worship (i.e. Hindus, Muslims, Christians) To know how their beliefs and attitudes are important to each religion To know how worship impacts how they live their everyday lives To know why beliefs and attitudes are important	To be able to show understanding of how different religions worship (i.e. writing, posters, discussion, role play, artefacts) To be able to appreciate why people worship showing how it impacts their everyday lives. To represent ways that worship impacts how we love our everyday lives (i.e. diagrams, drawings)	Worship, religious building, church, mandir, mosque, beliefs
3 (Spring)	What features are found in places of worship and what are they used for What role do places of worship play in the lives of individuals and communities	Are places of worship really needed?	To know names and features of different religious buildings To know why it is important to have public buildings and where they are in my community To know the difference between private and public worship and how they benefit the believer To know how these private and public places help believers feel closer to God.	To be able to recognise a synagogue, church, mandir and mosque and label their features (i.e. posters, writing, artefacts.) To explain the role of the main features of each religious building in public worship (i.e. role play, artefacts, research in books and the web) To discuss the difference between public and private worship and compare the similarities and differences.	Worship, church, synagogue, mandir, public building, mosque
3 (Summer)	How can belonging to a religion influence the	Religion in the community, what holds a	To know how belonging to a religion can influence the lives of faith communities To know how religious communities live out their beliefs and actions in the wider world	To be able to discuss what it means to be a Christian, Hindu or Muslim	Religious buildings, community, worship, beliefs, church, baptist,

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	lives of the faith communities	community together?	To know how being a part of a community can influence people's actions, choices and behaviours	To be able to record the similarities and differences between a Christian, Hindu or a Muslim (i.e. posters, videos, booklets) To represent ideas of how we belong in a community can impact how we live our lives through role play	communities, worldviews, Sikh
4 (Autumn)	What do some religions believe about God How do symbols and language express deep ideas, beliefs and feelings	How do religions express their beliefs about God? Church Visit	To know the difference between a sign and a symbol To know what different religions believe about God To know how symbols and language express deep ideas, beliefs and feelings of each religion To know the difference between religious and non-religious beliefs	To be able to compare the beliefs of Christianity, Hinduism, Islam and Muslims understanding the similarities and differences. To be able to name and explain the significance of symbols from different religions To be able to record my beliefs and how they are important to me (i.e. posters, writings, diagrams) To be able to reflect on my beliefs and compare them to my peers and other religions.	Christianity, Christian, Hindu, hinduism, Islam, Muslim, belief, symbol, symbol
4 (Spring)	How do stories help us understand how we should behave/live our lives What is a sacred text and why is it important in any religion	Why are sacred texts and holy books so important? Church Visit	To know the difference between a sacred text or holy book To know why sacred texts or holy books are important in different religions To know that sacred books and holy texts can be interpreted differently To know that different people may interpret the books or texts differently	To be able to know which sacred texts or holy books belong to which religion e.g. Torah-Judasim To use a range of sources to show how different texts or holy books represent God To compare the similarities and differences between the holy books and sacred texts To present ideas on how different rules for living are found in different sacred texts or holy books and to find similarities or differences.	Belief, sacred texts, deity, holy books, Qur'an, Rigveda, yajurveda, Samaveda, Artharvaveda, Torah, bible, deity
4 (Summer)	How do festivals express important beliefs and	What do our celebrations show about what we think is	To know how festivals express important beliefs and events in each religion To know some of the main festivals	To compare a secular or religious celebration	Festival, religious festival, Holi, Diwali, Eid, Ramadan, fasting, celebration, celebrate

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	<p>events in each religion What are some of the main festivals in religions</p>	<p>important in life?</p>	<p>To know why we usually celebrate with other people and not on our own To know what a secular or religious celebration is</p>	<p>To write about the different festivals and what are the important beliefs and events To discuss what we can learn from this about what people think is really important in life To use artefacts to explain how festivals are celebrated</p>	
5 (Autumn)	<p>What beliefs about life and commitment are expressed in the rites of passage What rites of passage do people observe in religious and non-religious traditions</p>	<p>Why do religions and non-religions celebrate important moments in life? Church visit</p>	<p>To know what are the key milestones in my life and why they are important To know different rites of passage in religious and no-religious lives To know what a commitment is To know how beliefs about life and commitment are expressed in rites of passage</p>	<p>To use various sources to find out about different rites of passage and compare them (i.e. online, texts, artefacts) To present information on personal key milestones and why they are important To work with others about what we can learn about our own values and commitments for learning about others (i.e. group presentation, power point</p>	<p>Celebration, milestone, rite of passage, commitment, beliefs</p>
5 (Spring)	<p>What is pilgrimage and why do people choose to go on pilgrimages What happens on different pilgrimages and how do they influence the pilgrims</p>	<p>Why is pilgrimage important to some religious communities?</p>	<p>To know what a pilgrimage is To know about different religious pilgrimages To know what a meaningful journey is to them To know why pilgrimages are important to people and how it strengthens their beliefs To know why people go on pilgrimages and why they are important</p>	<p>To be able to name different pilgrimages and know which religions have them and why e.g. Hajj for muslims To write about different pilgrimages and compare them. To be able to discuss why each pilgrimage is important to each religion To show the impact of a pilgrimage on an individual and compare it to your own personal experience (i.e. online, presentations, power points)</p>	<p>Pilgrimage, pilgrim, religious communities, Hajj, Lourdes, Kumbh Mela, Jerusalem</p>
5 (Summer)	<p>What different views, beliefs</p>	<p>Why don't all members of a</p>	<p>To know how I am similar or different to the people around me</p>	<p>To find out what worldview means through texts and online.</p>	<p>Beliefs, worldview, traditions, beliefs,</p>

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	<p>and traditions are there within religions and non-religious groups</p> <p>What can we learn from the different beliefs within the religions from their worship, prayer and ritual</p>	<p>religious or non-religious community believe and live in the same way?</p>	<p>To know why it is okay for people to have different views, beliefs or religions from my own</p> <p>To know what worldview means</p> <p>To know what holds a community together</p> <p>To know that differences can enhance the life of a community</p>	<p>To discuss differing viewpoints and to understand how these judgements are made.</p> <p>To use various sources to find out what is important in our local community and compare to religious communities (i.e. local magazines, texts)</p>	<p>community, pilgrimage, five pillars of Islam</p>
6 (Autumn)	<p>How do the lives, teachings and examples of the key religious figures in the different religions influence individuals and faith communities today</p> <p>What are the origins of the religions and why are founders so significant</p>	<p>How did religious and worldviews begin? (Founders and Prophets/roots)</p> <p>Church visit</p>	<p>To know what it means to admire someone</p> <p>To know how different religions began</p> <p>To know how worldviews began</p> <p>To know who are the different founders of these religions are</p> <p>To know what are good qualities in a leader</p>	<p>To debate who is a good leader and why</p> <p>To write about the founders of different religions and why they are so significant (i.e. posters, booklets)</p> <p>To demonstrate how devotees show their devotion to these figures</p> <p>To compare what people are taught to believe in different religions (i.e. presentations, debate)</p> <p>To identify who could be a modern day role model and why</p>	<p>Role model, origins, founder, devotee, teaching, faith community</p>
6 (Spring)	<p>What different religions, non-religious groups and scientific views say about</p>	<p>How does what we believe influence the way we should treat the world?</p>	<p>To know what different religions, non-religious groups and scientific views say about how the universe and life came about</p> <p>To know how humanity can work together to improve the natural world</p>	<p>To have your own opinion on what caused the universe and compare to others</p> <p>To create a model of a new world and what it would look like and explain what</p>	<p>Belief, influence, humanity, responsibility, universe, scientific view, worldview</p>

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	<p>how the universe and life came about How religious/non-religious beliefs and scientific teachings influence people's treatment of the world</p>		<p>To know how religious/non-religious beliefs and scientific teachings influence people's treatment of the world</p>	<p>you would have in this world and why (i.e. junk modelling, sculpture, clay) To discuss how important human life is and if it is more important than all other life To record how different viewpoints can impact how we take care of the world</p>	
6 (Summer)	<p>How do religious/non-religious beliefs and scientific teaching influence people's treatment of the world</p>	<p>What do the religious and non-religious views teach about the "good life?"</p>	<p>To know who and what influences my life To know my own personal code of conduct To know how different religious and non-religious teachings say about how we should live our lives To know how different religious/non-religious groups decide what is right and wrong</p>	<p>To be able to explain my influences on how I live my life and how important is my behaviour (i.e. debate, poster) To record and compare how different religious and non-religious teachings say about how we should live our lives e.g. Humanists believe humans need to make decisions by considering the positive and negative consequences of their actions To be able to demonstrate how different religious/non-religious groups decide what is right and wrong</p>	<p>personal code of conduct, the good life, humanists, values, the golden rule, beliefs</p>