

**Newstead Primary School**  
**Progression of Knowledge, Skills and Understanding in RE**

	Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Studies/Units</b>	<p><b>Autumn 1</b>  Theme: Friends and Family  Key Questions/Focus: Who are our friends? Being cared for and caring for others</p> <p><b>Autumn 2</b>  Theme: Celebration Time  Key Questions/Focus: Harvest Celebration Infant Baptism Favourite Stories – their own Favourite Stories Jonah and the fish David and Goliath</p> <p><b>Spring 1</b>  Theme: Jesus' Stories  Key Questions/Focus: The Lost Sheep The Prodigal Son The Wise and Foolish Builders The Good Samaritan</p> <p><b>Spring 2</b>  Theme: Old Testament Stories  Key Questions/Focus: Moses as a baby Noah's Ark Daniel – the Fiery Furnace and the Lion's Den</p> <p><b>Summer 1</b>  Theme: Jesus' Miracles  Key Questions/Focus: Blind Man Healed</p>	<p>Unit 1.1 – Theme: Celebrations and Festivals  Enquiry Question: Who celebrates what and why?  <b>Religions: Christianity, Judaism</b></p> <p>Unit 1.2 – Theme: Myself and Caring for others  Enquiry Question: How do we show we care for others? Why does it matter?  <b>Religions: Christianity, Judaism, WV (eg Humanism)</b></p> <p>Unit 1.3 – Theme: Beliefs and teachings  Enquiry Questions: Stories of Jesus: What can we learn from them? How do religious stories make a difference to people's lives?  <b>Religion: Christianity</b></p> <p>Unit 1.4 – Theme: Symbols in religious worship and practice  Enquiry Question: In what ways are churches/synagogue important to believers?  <b>Religions: Christianity and Judaism</b></p>	<p>Unit 2.1 – Theme: Leaders  Enquiry Question: What makes some people inspiring to others? Moses and St. Peter  <b>Religions: Christianity, Judaism, WV (Eg Humanism)</b></p> <p>Unit 2.2 – Theme: Believing  Enquiry Questions: What do Jewish people believe about God, creation, humanity, and the natural world? What are some of the ways Jewish people show their beliefs and how they belong?  <b>Religion: Judaism</b></p> <p>Unit 2.3 – Theme: Belonging  Enquiry Question: What is it like to belong to the Christian religion in Nottingham City and Nottinghamshire today?  <b>Religion: Christianity</b></p> <p>Unit 2.4 – Theme: Story  Enquiry Question: How and why are some stories important in religions?  <b>Religions: Christianity, Judaism, WV (if poss)</b></p> <p><b>Easter</b></p>	<p>Unit 3.1 – Theme: Beliefs and Questions  Enquiry Questions: What difference does it make to be a Christian? How do Christian people's beliefs about God, Jesus, the world and others have impact on their lives? <b>Religion: Christianity</b></p> <p>Unit 3.2 - Theme: Religion, family and community: Prayer  Enquiry Question: How do religious families and communities practice their faith? The example of prayer  <b>Religions: Christianity and Islam</b></p> <p>Unit 3.3 – Theme: Worship and Sacred Places  Enquiry Question: Where, how and why do people worship?  <b>Religions: Christianity, Hindu, Islam</b></p> <p>Unit 3.4 – Theme: Inspirational People from the Past  Enquiry Question: What can we learn from inspiring people in sacred texts and in the history of religions?</p>	<p>Unit 4.1 – Theme: The journey of life and death  Enquiry Questions: Why do some people think life is like a journey? Where do we go? What do different people think about life after death?  <b>Religions: Christianity, Hinduism, Islam, WV</b></p> <p>Unit 4.2 – Theme: Symbols and religious expression  Enquiry Question: How do people express their religious and spiritual ideas on pilgrimages?  <b>Religions: Christianity, Hinduism, Islam and WV</b></p> <p>Unit 4.3 – Theme: Spiritual Expression  Enquiry Question: Christianity, music and worship: What can we learn?  <b>Religion: Christianity</b></p> <p>Unit 4.4 – Theme: Religion, family, community, worship, celebration, ways of living  Enquiry Question: How do Hindu families practice their faith? What are the deeper meanings of</p>	<p>Unit 5.1 – Theme: Inspirational people in today's world  Enquiry Question: What can we learn from great leaders and inspiring examples in today's world?  <b>Religions: WV and free select</b></p> <p>Unit 5.2 – Theme: Religion and the individual: What matters to Christians?  Enquiry Question: What is expected of a person in following a religion or belief?  <b>Religion: Christianity</b></p> <p>Unit 5.3 – Theme: Beliefs and Questions  Enquiry Question: How do people's beliefs about God, the world and others have impact on their lives?  <b>Religions: Islam, Hinduism, WV (Humanism)</b></p> <p>Unit 5.4 – Theme: Beliefs in action in the world  Enquiry Question: How are religious and spiritual thoughts and beliefs expressed in arts and architecture and</p>	<p>Unit 6.1 – Theme: Teachings, Wisdom and Authority  Enquiry Questions: What can we learn by reflecting on words of wisdom from religions and worldviews? What do sacred texts and other sources say about God, the world and human life?  <b>Religion: WV and free select</b></p> <p>Unit 6.2 – Theme: Religion, worldviews, family and community  Enquiry Questions: What contributions do religions make to local life in Nottingham City and Nottinghamshire? How can we make Nottinghamshire a county of tolerance and respect?  <b>Religions: Christianity, Islam, Judaism, Hinduism, WV</b></p> <p>Unit 6.3 – Theme: Beliefs in action in the world. Global issues.  Enquiry Question: How do religions and beliefs respond to global issues of human rights, fairness, social justice and the</p>

	<p>Water into Wine Paralysed man Walks Lazarus Comes Back to Life Feeding of the 5000</p> <p><b>Summer 2</b> Theme: Visiting a special place – The local church Key Questions / Focus: Exploring the area around our school Introduce local church Visiting the church Making our own special place</p> <p><b>Easter</b> Three interesting artefacts</p> <p><b>Christmas</b> Christmas is the Birthday of Jesus</p>	<p><b>Easter</b> Bread, wine, buns and gardens <b>Christmas</b> Giftbringers</p>	<p>Feelings from the story <b>Christmas</b> Bringing the Goodnews</p>	<p>Religions: Christianity, Judaism and Islam</p> <p><b>Easter</b> Six emotions of mine <b>Christmas</b> Light</p>	<p>some Hindu festivals? <b>Religions: Hinduism</b></p> <p><b>Easter</b> Text/Art/Music <b>Christmas</b> Journeys Mary's milestones</p>	<p>in charity and generosity? <b>Religions: Christianity and Islam</b></p> <p><b>Easter</b> What matters at Easter today? <b>Christmas</b> Peace at Christmas</p>	<p>importance of environment? <b>Religions: Christianity, Hinduism, WV</b></p> <p>Unit 6.4 – Theme: Beliefs in action in the world Enquiry Question: What was the Kindertransport? Who resisted and rescued? How can we be Upstanders today? What can we learn from people who resist discrimination and persecution? <b>Religion: Judaism</b></p> <p><b>Easter</b> Eucharist: Remembering Jesus Worldwide <b>Christmas</b> Incarnation – God becoming human</p>
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Progression of Knowledge							
<p>To know who our friends and family are. To understand that people look after us and we can look after others including pets.</p> <p>To have some knowledge of Harvest and infant baptism.</p> <p>To be able to recall the main parts of stories such as Jonah and the Whale, David and Goliath.</p> <p>To know and recall some of the stories Jesus told.</p> <p>To begin to relate aspects of the stories to their own lives eg. Have they ever lost anything? How did they feel?</p> <p>To know some of the Old Testament stories.</p> <p>To know some of the miracles of Jesus.</p> <p>To consider how the witnesses to Jesus miracles felt.</p> <p>To know through exploration the local area.</p> <p>To understand that the churches are part of the local area.</p> <p>To consider which places are special to different people.</p>	<p><b>Unit 1.1</b> Pupils will learn simply about annual or weekly celebrations for Christians and Jewish people, including Christmas, Easter, Hanukkah and Shabbat. They will learn about the songs, worship, celebrations, stories, artefacts and food. Festivals from other faiths can be introduced e.g. Diwali, Eid al Fitr</p> <p><b>Unit 1.2</b> Pupils will learn about their uniqueness as a person in a family and community. They will be taught about examples of caring for others and exploring characteristics such as goodness, kindness, generosity, sharing. They will hear and consider religious stories and teachings, e.g. Jesus' story of the Lost Sheep, the Jewish Psalm 23 and infer ideas about care from these texts.</p> <p><b>Unit 1.3</b> Pupils will learn about some stories of Jesus, e.g. the Shepherds coming to the</p>	<p><b>Unit 2.1</b> Pupils will learn some <b>Stories of Moses</b> (the baby in the bulrushes, the prince who ran away, the burning bush, the ten plagues, the parting of the red sea, the Ten Commandments). They will find out about Moses as a great leader for Jewish people. They will learn some stories about Jesus and Saint Peter (e.g. Jesus calls Peter to follow him, Peter recognises Jesus as the Messiah, Jesus washes Peter's feet, Peter denies Jesus, Peter becomes the first leader of the Christians). They will find out about Saint Peter as a Christian leader. They will consider what makes a leader: their behaviour, examples of their wisdom and rules for living harmoniously; the difference they have made. A non-religious leader makes a good point of comparison.</p> <p><b>Unit 2.2</b> Pupils will learn some Jewish peoples' ideas about God and the story of creation. They will find out about the importance of Shabbat, a way of</p>	<p><b>Unit 3.1</b> Pupils will learn: About Bible stories that lie behind the celebrations of Christmas, Easter, Pentecost and Harvest. About contemporary practices in relation to these four festivities. about key Christian ideas: incarnation, trinity, crucifixion, resurrection and the Holy Spirit. About the 'fruit of the Spirit' (Galatians 5:22)</p> <p><b>Unit 3.2</b> Pupils will learn: About the practice, meaning and importance of the 5 daily Islamic prayers. About the meaning and use of the Lord's Prayer in Christianity, About prayer at a mosque or a church, About beliefs about Allah / God and prayer in the different religions.</p> <p><b>Unit 3.3</b> Pupils will learn: About Churches, Mosques and Mandirs and the ways these buildings express key ideas about belief and worship. 4 key terms in relation to each building. To identify similarities</p>	<p><b>Unit 4.1</b> Pupils will learn: Key ways in which Christians, Hindus and Muslims see life as a journey. 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. About a range of ideas about different concepts of an afterlife such as Muslim paradise, Christian heaven and Hindu reincarnation and Moksha. About non-religious views, for example about Humanist commitment to 'the one life we have.'</p> <p><b>Unit 4.2</b> Pupils will learn: About pilgrimages and religious journeys to, for example, Makkah (Muslim), Varanasi (Hindu) and Lourdes, Iona or the Holy Land (Christian). Details about and reasons for ritual and practice on pilgrimages. To reflect about how the journey of a person who is spiritual but not religious might be like a religious pilgrimage. About</p>	<p><b>Unit 5.1</b> Religious content can include examples such as: Dr Martin Luther King, Saint Teresa of Kolkata, Gandhi, William Booth of Sneinton (founder of the Salvation Army), Dr Hany El Banna (founder of Islamic Relief), Desmond Tutu, John Sentamu, the Archbishop of York to 2020, Pandurang Shastri Athavale or Swami Vivekananda (Hindu leaders), other local or international examples.</p> <p><b>Unit 5.2</b> Religious content will include: the deeper meanings of the celebrations of Christmas, Easter, Pentecost and Eucharist; The ways Christians use some examples of Bible texts to guide them in facing life's challenges; 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</p> <p><b>Unit 5.3</b> Pupils will learn: About different ideas and forms of expression in</p>	<p><b>Unit 6.1</b> Pupils will learn: To understand two carefully selected texts from the scriptures of each of the religions selected for study. About two contemporary examples of members of each of the faith communities who are seeking to live out these texts and their values.</p> <p><b>Unit 6.2</b> Pupils will learn: About the statistics of world religions in the local area, the county, region, nation and world. About at least two examples of inter faith co-operation.</p> <p><b>Unit 6.3</b> Pupils will learn: About spiritual concepts of justice, fairness, compassion and responsibility. About at least two examples of major faith based global aid and development charities (e.g. Islamic Relief, Christian Aid. Save the Children might be a good example of a charity without a religious identity).</p> <p><b>Unit 6.4</b> Pupils will learn:</p>	

		<p>Manger, Healing the Ten Lepers, Calming the Storm on Lake Galilee, Feeding the 5000. They hear and learn about some stories Jesus told, e.g. The Lost Coin, the Lost Son. They learn that these stories matter to Christians because of who they believe Jesus was; God came to earth, with the power to help people in many ways.</p> <p><b>Unit 1.4</b> Pupils will learn from visiting and studying churches and synagogues about the use of a place of worship. They will know about worship at a church and a synagogue, including the symbols, artefacts, music, holy books and other things that happen there. They will learn about weddings in Jewish and Christian holy buildings.</p>	<p>belonging, including the link between creation and Shabbat. They will learn about some ways a Rabbi teaches the community about God.</p> <p><b>Unit 2.3</b> Pupils will learn about belonging in a family, to a school and in the community. They will gain knowledge about ways of belonging in Christianity e.g. Christenings and Believers' Baptisms. Jesus' Baptism. The Golden Rule ('do to others what you would like them to do to you') and belonging to humanity.</p> <p><b>Unit 2.4</b> Pupils will learn Jewish and Christian stories about, for example, Noah, Abraham and Sarah, Jacob, Joseph, King David, Queen Esther, Jonah, Daniel. They will gain knowledge about the Jewish Bible and the importance of the Torah.</p>	<p>between the places of worship To connect features of the buildings to religious beliefs, teachings, practices and ways of living.</p> <p><b>Unit 3.4</b> Pupils will learn about: At least two examples of inspirational people from the Jewish and Christian Bible such as Abraham, Jacob, Joseph, Moses, David, Esther, Ruth (some of these are also prophets in Islam). Examples of stories and teaching from the Christian Gospels on the life, teaching and example of Jesus. Examples of Islamic stories of the life of the Prophet Muhammad [PBUH] and his companions, and from Islamic history.</p>	<p>local places of pilgrimage (such as Beth Shalom or Southwell Minster) and to reflect upon what kind of pilgrimages these represent.</p> <p><b>Unit 4.3</b> Religious content will include different examples of the music of the Christian community, explored in depth as forms of spiritual expression and worship. Pupils will gain knowledge about examples of music from Christianity including Christmas carols, a famous hymn, the Hallelujah chorus, contemporary worship music and Christians songs for children. These can be compared with music from any sources which pupils find spiritually interesting or inspiring.</p> <p><b>Unit 4.4</b> Pupils will gain knowledge about Hindu worship and celebration, including details information about stories of Rama and Sita, celebrations of Diwali and at least one other Hindu festival in both India and in the UK, They will explore</p>	<p>relation to belief about God in Muslim and Hindu life To reflect on their own responses to Hindu and Muslim texts and expression in creative arts and architecture.</p> <p><b>Unit 5.4</b> Pupils will learn: 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. About different charities which apply the 'golden rule' ('treat others as you would like to be treated', 'Love your neighbour as you love yourself') from a range of religions and worldviews to some global problems.</p>	<p>About pre-war Jewish life and the impact of persecution and discrimination on Jewish people living in Germany in the 1930s. About the Kindertransport and the importance of providing refuge to people who are persecuted for who they are. About the work of the National Holocaust Centre and Museum as a place of remembrance in the UK.</p>
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**Progression of skills**

<p>Develop their sense of responsibility and membership of a community.</p> <p>Continue to develop positive attitudes about the differences between people.</p> <p>I can recognise and describe special times or events for family or friends. I can start to show an interest in different occupations and ways of life.</p>	<p><b>Unit 1.1</b> Pupils will practice the skills of suggesting a meaning in an artefact, symbol or religious practice.</p> <p><b>Unit 1.2</b> Literacy skills, simple discussion, sharing and expressing their own ideas.</p> <p><b>Unit 1.3</b> Literacy skills including the ability to engage with stories, remember characters, infer meaning and enjoy retelling the stories.</p> <p><b>Unit 1.4</b> Pupils will use and develop their observation and thinking skills, applied to holy buildings. Other holy buildings – mosque or mandir – can be considered too.</p>	<p><b>Unit 2.1</b> Thinking and discussion skills, information gathering skills.</p> <p><b>Unit 2.2</b> Pupils will use and develop skills of discussion, observation, information gathering and remembering. They will use their factual knowledge to suggest meanings in Jewish practice.</p> <p><b>Unit 2.3</b> Pupils will use and develop skills of discussion, observation, information gathering and remembering. They will use their factual knowledge to suggest what it means to belong in various ways.</p> <p><b>Unit 2.4</b> Pupils will use and develop skills of discussion, observation, information gathering and remembering. They will use their factual knowledge to suggest what makes ancient stories valuable to some people today.</p>	<p><b>Unit 3.1</b> Pupils will explore, discuss and apply concepts in their learning: Christian beliefs about creation, God, community and commitment to God and humanity. Pupils will learn about values, including love, generosity, patience, faithfulness and self-control</p> <p><b>Unit 3.2</b> Pupils will practice the skills of seeing meaning in rituals, suggesting what actions, symbols and ideas mean, explaining meaning to each other.</p> <p><b>Unit 3.3</b> Pupils learn to observe, notice, name, describe and remember aspects of worship in different religious buildings.</p> <p><b>Unit 3.4</b> Pupils will practice the skills of inferring beliefs and ideas about values from stories and will practice writing biographically about inspirational figures</p>	<p><b>Unit 4.1</b> Pupils will use and develop skills of expressing understanding and handling varied perspectives. Crucial for RE at this stage is the ability to recognize different reasonable ideas.</p> <p><b>Unit 4.2</b> Pupils will use and develop skills of expressing understanding and handling varied perspectives on pilgrimage. Crucial for RE at this stage is the ability to recognize different reasonable ideas and describe varied religious practice and its meanings.</p> <p><b>Unit 4.3</b> Listening, discussion and self-expression skills, including musical appreciation are central to this unit of work.</p> <p><b>Unit 4.4</b> Discussion, gathering information from video, story, visual resources and where possible interviews or visits, inferring and suggesting meanings to religious practices.</p>	<p><b>Unit 5.1</b> Applying the idea of inspiration, considering and weighing up factors in thinking about inspiration and leadership</p> <p><b>Unit 5.2</b> Pupils will use information to address questions, in discussion and writing, developing and using their ability to make sense of key concepts.</p> <p><b>Unit 5.3</b> Pupils will use information to address questions, in discussion and writing, developing and using their ability to make sense of key concepts. They will consider how to express respectful attitudes to people different from themselves.</p> <p><b>Unit 5.4</b> Pupils will use information to address questions, in discussion and writing, developing and using their ability to make sense of key concepts. They will consider how religious charities and architecture might be connected, thinking about dilemmas for themselves and via discussion.</p>	<p><b>Unit 6.1</b> Pupils develop the ability to respond thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different religions.</p> <p><b>Unit 6.2</b> They will think reasonably about questions of community harmony and inter faith work.</p> <p><b>Unit 6.3</b> Pupils will learn to gather, weigh up and use information through simple research. They will practice the skills of discussion, reasoning and argument in relation to questions about global issues.</p> <p><b>Unit 6.4</b> Pupils will learn to reflect on big questions about human values and behaviour. They will discuss, think and create responses to the work for themselves.</p>
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**Key concepts and words**

**Unit 1.1**  
Celebration, festival, religion, Christian, Jewish, Christmas, Hanukkah, synagogue, church, Jesus.

**Unit 1.2**  
Religion, Christian, Jewish, Humanist, synagogue, church, symbol, God.

**Unit 1.3**  
Religion, Christian, church, Bible, symbol, thankful, faith, belief, Easter, God

**Unit 1.4**  
Religion, Christian, Jewish, synagogue, church, symbol, ark, Torah, bimah, church, altar, font, Bible, worship, holiness, sacred, God.

**Unit 2.1**  
Religion, Christian, Jewish, Torah, Bible, wise sayings, rules for living, co-operation.

**Unit 2.2**  
Religion, Jewish, Judaism, synagogue, symbol, ark, Torah, bimah, shabbat, creation story, worship, holiness, sacred.

**Unit 2.3**  
Religion, Christian, church, symbol, Bible, Golden Rule ('do to others as you would like them to do to you'), belonging, worship, holiness, sacred.

**Unit 2.4**  
Religion, Christian, Jewish, Humanist, synagogue, church, symbol, Torah, Bible, courage, persistence, forgiving, Humanist, God, Creator.

**Unit 3.1**  
Religion, Christian, spiritual, Christmas, Easter, Pentecost, Harvest Festival, commitment, values.

**Unit 3.2**  
Religion, Muslim, Islam, mosque, Qur'an, Prophet, Christian, spiritual, ritual, liturgy, prayer, mosque, church, commitment, values.

**Unit 3.3**  
Religion, Hindu, Muslim, Islam, Christian, worship, church, mosque, mandir, Trinity, Allah, gods and goddesses, spiritual, ritual, liturgy, prayer, sacred, commitment, values.

**Unit 3.4**  
Religion, Muslim, Jewish, Christian, spiritual, Prophet, Exodus, Law-giver, Messiah, Allah, Qur'an, New Testament, Gospel, inspiration, role-model, commitment, values

**Unit 4.1**  
Religion, Muslim, Hindu, Christian, Humanist, beliefs, life after death, destiny, worship, ritual, soul, spiritual, commitment, values, heaven, paradise.

**Unit 4.2**  
Religion, Muslim, Hindu, Christian, spiritual, pilgrim, pilgrimage, ritual, symbol, community, commitment, values.

**Unit 4.3**  
Religion, Christian, spiritual, worship, devotion, belief, self-expression

**Unit 4.4**  
Religion, Hindu, murtis, gods and goddesses, karma, dharma, spiritual, festivals, ritual, symbol (including the Aum symbol), community, commitment, values.

**Unit 5.1**  
Religion, Muslim, Hindu, Christian, prophet, mahatma, holiness, spiritual, inspiration, vision, symbol, community, commitment, values.

**Unit 5.2**  
Religion, Christian, spiritual, festival, incarnation, resurrection, Christmas, Easter, Pentecost, Eucharist, Gospel, trinity, Holy Spirit, community, commitment.

**Unit 5.3**  
**Muslim key words** will include 5 Pillars, Prophet, Allah, Iman (faith), akhlaq (character or moral conduct)  
**Hindu key words** will include murtis, Brahman, gods and goddesses, ahimsa  
**Non-religious key words** include atheist, agnostic.

**Unit 5.4**  
Religion, Muslim, Hindu, Christian, Humanist, spiritual, Golden Rule, charity, karma, dharma, Ummah, place of worship, devotion, community, commitment, values,

**Unit 6.1**  
Religion, moral codes, Ten Commandments, Letters of Saint Paul, Trinity, Incarnation, Holy Spirit, Buddhist Precepts, sources of wisdom, Torah, Bible, Qur'an, Hadith, Humanist, rationalist.

**Unit 6.2**  
Religion, inter-faith, harmony, tolerance, respect, moral values, religious plurality

**Unit 6.3**  
Religion, atheist, agnostic, charity, ahimsa, ummah, agape, justice, faith.

**Unit 6.4**  
Religion, harmony, respect, persecution, prejudice, Beth Shalom, remembrance, bystander, upstander.

Learning in Foundation Stage			
<b>Three and Four-year-olds</b>	Personal, Social and Emotional Development		Develop their sense of responsibility and membership of a community
	Understanding the World		Continue to develop positive attitudes about the differences between people.
<b>Reception</b>	Personal, Social and Emotional Development		See themselves as a valuable individual. Think about the perspectives of others.
	Understanding the World		Talk about members of their immediate family and community. Name and describe people who are familiar to them. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrates special times in different ways.
<b>ELG</b>	Personal, Social and Emotional Development	Building Relationships	Show sensitivity to their own and others' needs.
	Understanding the World	Past and Present	Talk about the lives of the people around them and their roles in society. Understand the past through settings, characters and events encountered in books read in class and storytelling.
		People and Communities	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.

