



RE Curriculum at Batchley First School

Knowledge Progression

Our RE curriculum is designed to inform how we plan for children to grow their knowledge year by year and for us to assess how well they are improving.

Progression is a cumulative experience of developing substantive knowledge (the “know what”), whilst using and applying disciplinary and procedural knowledge (the “know how to”) gained and made secure by repeated practise in different contexts.

Learning is further embedded by the application of, and the developing forward from, what has previously been learned and remembered into new concepts and contexts, whilst also revisiting key concepts (such as structures or food) previously studied.

Year One

Disciplinary knowledge <i>‘Thinking and acting like a theologian’</i>	Substantive knowledge				
	Aut 1 1.10 What does it mean to belong to a faith community?	Aut 2 1.1 What do Christians believe God is like? [God]	Spring 1.7 Who is Jewish and how do they live? (God / people)	Summer 1 1.2 Who do Christians say made the world? [Creation]	Summer 2 1.9 How should we care for others and the world and why does it matter?
<p><u>Making sense of beliefs:</u></p> <p><i>Begin to identify core beliefs and concepts studied and give a simple description of what they mean</i></p>	<ul style="list-style-type: none"> • Recognise that loving others is important in lots of communities • Say simply what Jesus and one other religious leader taught about loving other people 	<p>Identify what a parable is</p> <p>Tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of</p>	<p>Recognise the words of the Shema as a Jewish prayer</p> <ul style="list-style-type: none"> • Retell simply some stories used in Jewish celebrations (e.g. Chanukah) • Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like 	<p>Retell the story of creation from Genesis 1:1–2:3 simply</p> <ul style="list-style-type: none"> • Recognise that ‘Creation’ is the beginning of the ‘big story’ of the Bible • Say what the story tells Christians about 	<p>Identify a story or text that says something about each person being unique and valuable</p> <ul style="list-style-type: none"> • Give an example of a key belief some people find in one of these stories (e.g.

<p><i>Give examples of how stories show what people believe, E.g. the meaning behind a festival</i></p>		<p>God as a forgiving Father</p> <p>Give clear, simple accounts of what the story means to Christians</p>		<p>God, Creation and the world</p>	<p>that God loves all people)• Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world</p>
<p><u>Understanding impact</u></p> <p><i>Give examples of how people use stories, texts and teachings to guide their beliefs and actions.</i></p>	<p>Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean</p> <ul style="list-style-type: none"> • Identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious) 	<p>Give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying ‘sorry’, by seeing God as welcoming them back; by forgiving others)</p> <p>Give an example of how Christians put their beliefs into practice in worship (e.g. by saying sorry to God)</p>	<p>Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah)• Make links between Jewish ideas of God found in the stories and how people live• Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat)</p>	<p>Give at least one example of what Christians do to say ‘thank you’ to God for Creation</p>	<p>Give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories• Give examples of how Christians and Jews can show care for the natural earth• Say why Christians and Jews might look after the natural world</p>
<p><u>Making connections</u></p> <p><i>Think, talk and ask questions about whether the ideas they have been studying have something to say to them</i></p>	<ul style="list-style-type: none"> • Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences 	<p>Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas</p> <p>Give a reason for the ideas they have and</p>	<p>Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas• Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too.</p>	<p>Think, talk and ask questions about living in an amazing world• Give a reason for the ideas they have and the connections they make between the Jewish/Christian Creation story and the world they live in.</p>	<p>Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world• Give good reasons why everyone (religious and non-religious) should care for</p>

	<ul style="list-style-type: none"> • Talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas. 	the connections they make			others and look after the natural world
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Year Two

Disciplinary knowledge <i>'Thinking and acting like a theologian'</i>	Substantive knowledge					
	Aut 1 1.6 (continued in Spring 1) Who is Muslim and how do they live?	Aut 2 1.3 Why does Christmas matter to Christians (incarnation)	Spring 1 1.6 (continued in Spring 1) Who is Muslim and how do they live?	Spring 2 1.5 Why does Easter matter to Christians?	Summer 1 1.4 What is the 'good News' Christians say Jesus brings?	Summer 2 1.8 What makes some places sacred to believers?

<p><u>Making sense of beliefs:</u></p> <p><i>To identify core beliefs and concepts studied and give a simple description of what they mean</i></p> <p><i>Give clear, simple accounts of what stories and other texts mean to believers</i></p>	<p>Identify a story or text that says something about each person being unique and valuable• Give an example of a key belief some people find in one of these stories (e.g. that God loves all people)• Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world</p>	<p>Recognise that stories of Jesus' life come from the Gospels • Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians Understand the impact:</p>		<p>Recognise that incarnation and salvation are part of a 'big story' of the Bible. Tell stories of \Holy Week and Easter from the Bible and recognise the link with salvation (Jesus rescuing people)</p>	<p>Tell stories from the Bible and recognise a link with the concept of 'Gospel' or 'good news' • Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians• Recognise that Jesus gives instructions to people about how to behave</p>	<p>Recognise that there are special places where people go to worship, and talk about what people do there• Identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean• Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship.</p>
<p><u>Understanding impact</u></p> <p><i>Give examples of ways in which believers put their beliefs into action</i></p>	<p>Give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories• Give examples of how Christians and Jews can show care for the natural earth• Say why Christians and Jews might look after the natural world</p>	<p>Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas</p>	<p>Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter</p>		<p>Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless• Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives</p>	<p>Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe• Give simple examples of how people worship at a church, mosque or synagogue• Talk about why some people like to belong to a sacred building or a community</p>

					(for example: charity, confession)	
<p><u>Making connections</u></p> <p><i>Think, talk and ask questions about whether the ideas they have been studying have something to say to them and give a good reason for the views they have and the connections they make</i></p>	<p>Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world• Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world.</p>	<p>Think, talk and ask questions about Christmas for people who are Christians and for people who are not• Decide what they personally have to be thankful for, giving a reason for their ideas.</p>	<p>Think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas.</p>		<p>Think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn about how to live, giving a good reason for their ideas.</p>	<p>Think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas• Talk about what makes some places special to people, and what the difference is between religious and non-religious special places.</p>

Year Three

	Substantive knowledge
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Disciplinary knowledge <i>'Thinking and acting like a theologian'</i>	Aut 1 L2.1 What do Christians learn from the creation story?	Aut 2 L2.2 What is it like for someone to follow God?	Spring 1 L2.9 How do festivals and worship show what matters to a Muslim?	Spring 2 L2.10 How do festivals and family life show what matters to Jews?	Summer 1 L2.4 What kind of world did Jesus want?	Summer 2 L2.12 How and why do people try to make the world a better place?
<p><u>Making sense of beliefs:</u></p> <p><i>Identify and describe the core beliefs and concepts studied</i></p> <p><i>Make clear links between texts / sources of authority and the key concepts studied</i></p>	<p>Place the concepts of God and Creation on a timeline of the Bible's 'big story'• Make clear links between Genesis 1 and what Christians believe about God and Creation• Recognise that the story of 'the Fall' in Genesis 3 gives an explanation of why things go wrong in the world</p>	<p>Make clear links between the story of Noah and the idea of covenant</p>	<p>Identify some beliefs about God in Islam, expressed in Surah 1• Make clear links between beliefs about God and ibadah (e.g. how God is worth worshiping; how Muslims submit to God)</p>	<p>Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean• Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people • Offer informed suggestions about the meaning of the Exodus story for Jews today</p>	<p>Identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus• Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'• Suggest ideas and then find out about what Jesus' actions towards outcasts mean for a Christian</p>	<p>Identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin) • Make links between religious beliefs and teachings and why people try to live and make the world a better place</p>

<p><u>Understanding impact</u></p> <p><i>Make simple links between stories, teachings and concepts studied and how people live, individually and in communities</i></p> <p><i>Describe how people show their beliefs in how they worship and how they live</i></p>	<p>Describe what Christians do because they believe God is Creator (e.g. follow God, wonder at how amazing God's creation is; care for the Earth – some specific ways)• Describe how and why Christians might pray to God, say sorry and ask for forgiveness</p>	<p>Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony</p>	<p>Give examples of ibadah (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve. • Make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque)</p>	<p>Make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals)• Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities I</p>	<p>Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways</p>	<p>Make simple links between teachings about how to live and ways in which people try to make the world a better place (e.g. tikkun Olam and the charity Tzedek) • Describe some examples of how people try to live (e.g. individuals and organisations)• Identify some differences in how people put their beliefs into action</p>
<p><u>Making connections</u></p> <p><i>Make links between some of the beliefs and practices studied and life in the world today</i></p>	<p>Ask questions and suggest answers about what might be important in the Creation story for Christians and for non-Christians living today.</p>	<p>Make links between the story of Noah and how we live in school and the wider world.</p>	<p>Raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslims• Make links between the Muslim idea of living in harmony with the</p>	<p>Raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future• Make links with the value of personal reflection, saying sorry, being forgiven,</p>	<p>Make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for their ideas.</p>	<p>Raise questions and suggest answers about why the world is not always a good place, and what are the best ways of making it better• Make links between some commands for living from religious traditions, non-religious worldviews</p>

			Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas.	being grateful, seeking freedom and justice in the world today, including pupils' own lives, and giving good reasons for their ideas.		and pupils' own ideas • Express their own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for their views.
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Year Four

Disciplinary knowledge <i>'Thinking and acting like a theologian'</i>	Substantive knowledge					
	Aut 1 L2.3 What is the 'Trinity' and why is it important for Christians?	Aut 2 L2.7 What do Hindus believe that God is like?	Spring 1 L2.8 What does it mean to be a Hindu in Britain today?	Spring 2 L2.5 Why do Christians call the day Jesus died 'Good Friday'?	Summer 1 L2.6 For Christians, what was the impact of Pentecost?	Summer 2 L2.11 How and why do people mark the significant events of life?
<p><u>Making sense of beliefs:</u></p> <p><i>Offer suggestions about what text / sources of authority can mean and give examples of what these sources mean to believers</i></p>	Recognise what a 'Gospel' is and give an example of the kinds of stories it contains • Offer suggestions about what texts about baptism and Trinity mean • Give examples of what these texts mean to some Christians today	Identify some Hindu deities and say how they help Hindus describe God • Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God • Offer informed suggestions about what Hindu murtis express about God	Describe how Hindus show their faith within their families in Britain today (e.g. home puja) • Describe how Hindus show their faith within their faith communities in Britain today (e.g. arti and bhajans at the mandir; in festivals such as Diwali) • Identify	Recognise the word 'Salvation', and that Christians believe Jesus came to 'save' or 'rescue' people, e.g. by showing them how to live • Offer informed suggestions about what the events of Holy Week mean to Christians • Give examples of what Christians say about	Make clear links between the story of Pentecost and Christian beliefs about the 'kingdom of God' on Earth • Offer informed suggestions about what the events of Pentecost in Acts 2 might mean • Give examples of what Pentecost means to some Christians now	Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean • Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-

			some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India)	the importance of the events of Holy Week		religious people today
<p><u>Understanding impact</u></p> <p><i>Continue to make simple links between stories, teachings and concepts studied and how people live, individually and in communities</i></p> <p><i>Identify some differences in how some people put their beliefs into action</i></p>	Describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for example) and in the way they live	Make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshiping at a home shrine; celebrating Diwali)• Identify some different ways in which Hindus worship	Identify the terms dharma, Sanatan Dharma and Hinduism and say what they mean• Make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (dharma	Make simple links between the Gospel accounts and how Christians mark the Easter events in their communities• Describe how Christians show their beliefs about Jesus in worship in different ways	Make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the kingdom of God, and how Christians live now• Describe how Christians show their beliefs about the Holy Spirit in worship	Describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean • Make simple links between beliefs about love and commitment and how people in at least two religious traditions live (e.g. through celebrating forgiveness, salvation and freedom at festivals)• Identify some differences in how people celebrate commitment (e.g. different practices of marriage, or Christian baptism)

<p><u>Making connections</u></p> <p><i>Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own, clearly</i></p> <p><i>Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live</i></p> <p><i>Give good reasons for the views they have and the connections they make</i></p>	<p>Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe God is like.</p>	<p>Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today • Make links between the Hindu idea of everyone having a ‘spark’ of God in them and ideas about the value of people in the world today, giving good reasons for their ideas.</p>	<p>Raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their ideas.</p>	<p>Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died ‘Good Friday’, giving good reasons for their suggestions.</p>	<p>Make links between ideas about the kingdom of God in the Bible and what people believe about following God today, giving good reasons for their ideas.</p>	<p>Describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean • Make simple links between beliefs about love and commitment and how people in at least two religious traditions live (e.g. through celebrating forgiveness, salvation and freedom at festivals)• Identify some differences in how people celebrate commitment (e.g. different practices of marriage, or Christian baptism)</p>
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