

Grimsdyke School

Knowledge and Skills Progression Map

Subject: Religious Education (R.E)

Year Group	Knowledge (Know)	Skills (Do)	Concepts (Understand)
Reception	<p>What can we learn from faith and other stories? A/F Christianity and Humanism</p> <p>To know a story about Jesus or a story Jesus told that illustrates Christian concern for the outsider.</p> <p>To know some parables and stories with a message from a range of sources such as stories Jesus told, such as the Lost Sheep or Good Samaritan.</p> <p>To know a story from the religion or worldview being studied (Aesop's fables for Humanism, among other examples)</p> <p>What is interesting about the Christmas story? A/E Christianity</p> <p>To know some items found in a church that are connected with important Christian beliefs or practices</p> <p>To know at least one person associated with the life of a church.</p> <p>What kind of person was Jesus? C/D Christianity?</p> <p>To know the name of the religion that think Jesus is special.</p> <p>To know the name of the book that has stories about Jesus.</p> <p>To know stories about Jesus</p> <p>To know examples of what Jesus did</p> <p>To know what Jesus was like as a person e.g. know Jesus calms the storm, heals the sick</p> <p>How can we help other people? C/F Baha'i and Sikhism</p> <p>To know about the natural world and how care is shown for all living things.</p> <p>To know about how some religions hold beliefs about service to others, to the community, charity, kindness to others (langar, sewa)</p> <p>To know at least one person associated with the life of the religion or worldview being studied. (Abdul Baha)</p> <p>How do we choose what food to eat? B/F Jainism and</p>	<p>Investigation of religions and worldviews</p> <p>See themselves as a valuable individual.</p> <p>Think about the perspectives of others.</p> <p>Talk about members of their immediate family and community.</p> <p>Understand that some places are special to members of their community.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>I can respect my own and others' ways of life.</p> <p>I can respond to some stories from religious and other traditions</p> <p>I can explore the words and actions of people of faith and belief and decide what they might think, say or do in certain situations</p> <p>I can talk about some of the ways in which people show care, concern and love for each other and why that is important</p> <p>I can think about issues of right and wrong and how human beings help and support one another</p> <p>I can respond creatively, imaginatively and meaningfully to memorable experiences</p> <p>Recognises and describes special times or events for family or friends.</p> <p>To compare Christmas to other festivals (Diwali, Hannukah, Eid)</p>	<p>Key questions to understand and answer:</p> <p>What can we learn from faith and other stories? A/F Christianity and Humanism</p> <p>What is interesting about the Christmas story? A/E Christianity</p> <p>What kind of person was Jesus? C/D Christianity?</p> <p>How can we help other people? C/F Baha'i and Sikhism</p> <p>How do we choose what food to eat? B/F Jainism and Judaism</p> <p>How do Islam and other faiths use water and why? B/E Islam</p> <p>Understand key vocabulary:</p> <p>Christianity, Judaism, humanism, Baha'i, Buddhism, Jainism, Islam, mosque, mandir, temple, church, synagogue, place of worship, happy, celebration, same, different, god, food, clothes, family, friends, rituals, community, charity, preservation, respectful, kindness, symbolic foods, kosher, halal, charity,</p>

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	<p>Judaism To know about the creation and how some Christians show their care for the natural world To know some items that are connected with important beliefs or practices.</p> <p>How do Islam and other faiths use water and why? B/E Islam To know the ritual wudhu and themes of cleanliness, the need to be prepared, the importance of water in desert climate where Islam originated</p>		
	Knowledge (Know)	Skills (Do)	Concepts (Understand)
Year 1	<p>What makes faith buildings special? B/F Sikhism To know key features of a Gurdwara, church, synagogue and why these buildings are special. To learn how the building is used for worship, prayer and community. To know what events take place in a Gurdwara To know how different places of worship are different (Gurdwara and temple) To know what the Sikh holy book is called and know the importance of it.</p> <p>What can we learn from the Diwali story about good and evil in our own lives? A/E Hinduism To know some of the ways in which Christmas is celebrated in different ways by different Christians To know how stories in Hinduism are inspirational for believers (Diwali story) To remember and talk about the Diwali story To understand the importance of different symbols and figures in the Diwali story (Divas, Aum, Rangolis, Ram and Sita) To know how this story teaches about good and evil.</p>	<p>Investigation of religions and worldviews I can talk about what is important to me and to other people with respect for feelings I can talk about some things about people, that make people ask questions I can ask my own questions about God/deity, special people and special occasions I can provide a good reason for the views I have and the connections I make. I can talk about the key elements associated with particular religious and other celebrations, ceremonies and commemorations, including those linked to festivals and rites of passage I can explore artefacts, places, rites, and rituals associated with the main world religions and other belief systems. I can ask and answer questions about religion and belief as they occur within their everyday experiences I can visit places of worship and meet people of different faiths and beliefs I can handle artefacts with curiosity and respect I can learn to use vocabulary, which is specific to the major</p>	<p>Key questions to understand and answer: What makes faith buildings special? B/F Sikhism</p> <p>What can we learn from the Diwali story about good and evil in our own lives? A/E Hinduism</p> <p>Is it important to have a day that is different to other days? Christianity and Judaism</p> <p>How do we respond when we hear certain sounds? C/D Islam</p> <p>What can Christians learn from the teachings of Jesus? C/E Christianity</p> <p>How do holy books teach religious people about being close to God? A/F</p>

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<p>Is it important to have a day that is different to other days? Christianity and Judaism To know the days of the week and how they are different to me To know which days are special to me (birthday) To know special days for Jewish people. To know how a Jewish family would celebrate Shabbat. To know how Christians worship on Sunday. To identify the differences between the Christian Sunday compared to the Shabbat.</p> <p>How do we respond when we hear certain sounds? C/D Islam To know some of the ways in which Easter are celebrated in different ways by different Christians To know there are "Special" sounds that tells us things (e.g. warnings). To know how do those sounds make us feel To know that music and song connects to our memory and helps people with a faith to think about their God and to pray. To remember the order of prayer for Muslims and recognise words and symbols and know what they mean. To know that different faiths have different ways of praying and to explain them. To know what is the Adhan To know when the Adhan is heard</p> <p>What can Christians learn from the teachings of Jesus? C/E Christianity To know the key features of the Parables of Jesus and gospel stories. To know something about why Christians try to help others (The Parable of the Unforgiving Servant) To know some stories about an inspirational person (Jesus) To know the teachings of Jesus and what he told his disciples</p>	<p>world religions and other belief systems. I can think about and express meanings associated with religious and other events, objects and places I can share my own experiences and feelings with those of others and reflecting upon them. remember key parts of a story from our unit on Hinduism and Christianity. Why are these stories remembered and what is their significance? Are there any stories about Zoroastrianism that children can remember? Use some of the right names for things that are special to members of religions and other belief systems. To answer with reference to special buildings (Sikhism) and prayer (Islam) Recognise some key artefacts and symbols featured in religions and other belief systems. Children to talk about the features of holy places. Talk about things that happen to me on different days of the week and if I do something special at the weekend and why. To explain what we do together as a family and think about why we do them. Talk about what I find interesting about the things I have learnt about different faiths and other belief systems. To relate this to our understanding of what bad and good means. Talk about what is important to me and to other people with respect for feelings. To discuss this with relation to faith buildings and places of worship, talking about where we pray and why.</p>	<p>Christianity Zoroastrianism</p> <p>Understand key vocabulary: Gudwara, temple, church, mosque, synagogue, Guru Granth Sahib, good vs evil, festival, symbols, Shabbat, Sabbath, Challah, prohibition, laws, creation, prayer, meal, spiritual, hymn, hijab, prayer cap, adhan, Quran, wudhu, meditation, community, disciple, teachings, readings, community, service, parable, sins, good deeds, bible, new testament, scripture, prophet.</p>
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	<p><i>and people.</i></p> <p><i>To know what is meant by "Love".</i></p> <p><i>To know what is meant by the phrase "Love thy neighbour,"</i></p> <p><i>To know what forgiveness is and know examples of when they may have had to forgive.</i></p> <p><i>To know about why it is important for Christians to help one another and how this is a way of practicing as a Christian.</i></p> <p><i>To know how this is similar to them and their lives and their friendships.</i></p> <p><i>How do holy books teach religious people about being close to God? A/F Christianity Zoroastrianism</i></p> <p><i>To know about how Christians talk about a relationship with God</i></p> <p><i>To know about the parable of the unforgiving servant.</i></p> <p><i>To know how and why followers of Zoroastrianism try to help others</i></p> <p><i>To know what is the Zoroastrian holy book</i></p> <p><i>To know how is it different to the bible: The Bible helps Christians live their lives as God wants them to and the Holy scriptures of Zoroastrians help them because there are no laws.</i></p> <p><i>To understand what 'Good thoughts, Good words, Good deeds' means and how this links to getting closer to Ahura Mazda (God)</i></p> <p><i>To understand how Zoroastrianism and Christianity are similar with regards to death and being part of heaven (and by association God)</i></p> <p><i>To know where Asha, the path of Ahura Mazda leads (The Bridge of Judgement)</i></p>		
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Year 2	<p>What makes a home? C/D Hinduism and Jainism <i>To know key features of an inspirational event, place, ritual or special occasion</i> <i>To know what a "Home" is and what makes their home special.</i> <i>Know who might live in a home and identify who lives in their home.</i> <i>To know what kind of things happen in a home.</i> <i>Eating/Sleeping/entertaining /prayer/meditation</i> <i>To know that some faiths use their homes for praying and create a special place for this.</i> <i>To know a Puja ceremony is and involves. (Hindu daily prayer).</i> <i>To know the importance and role of food in our homes and how in Hinduism offerings are made to god (prashad)</i> <i>To know some of the objects used during a puja ceremony.</i> <i>To know what is the Namaskara Sutra? (Jain daily prayer)</i> <i>N.B Jains believe that the Gods and Idols are representations of the different aspects of humanity. All of which we have. The Gods themselves are not "real"</i></p> <p>How do we remember people and why? C/E Humanism and Christianity <i>To understand that there are good and bad memories</i> <i>To know times of the year that we remember people.</i> <i>To know that there are special days to remember the lives of Saints and to say which some of them are.</i> <i>To know what is a remembrance day.</i> <i>To know why we have the Poppy Appeal (Is it about remembering war, or is it remembering the people and the sacrifice).</i> <i>To know what lessons can we learn from remembering</i></p>	<p>Investigation of religions and worldviews <i>I can talk about what is important to me and to other people with respect for feelings</i> <i>I can talk about some things about people, that make people ask questions</i> <i>I can ask my own questions about God/deity, special people and special occasions</i> <i>I can provide a good reason for the views I have and the connections I make.</i> <i>Remember a story about a special person in Christianity/Hinduism or from another belief system and talk about it and say what was important about it. Reference to the people remembered by Humanists/Remembrance Day.</i> <i>Use the right names for things that are special to members of religions and other belief systems and say what they are or what they are used for.</i> <i>To be able to talk about this with reference to the Puja ceremony and to the artefacts looked at in our unit on Judaism.</i> <i>To use some of the correct terminology to describe Muslim prayer and practices.</i> <i>To use some correct terms to describe the Baha'i faith.</i> <i>Explain why some faiths have dietary requirements and what these are.</i> <i>Recognise art, symbols and words featured in religions and other belief systems, and talk about them with reference to the Puja ceremony for Hinduism and morning prayer for Jainism.</i> <i>To be able to talk about representations of Jesus in paintings and statues in churches and in art. E.g. The Last Supper painting.</i></p>	<p>Key questions to understand and answer: <i>What makes a home? C/D Hinduism and Jainism</i></p> <p><i>How do we remember people and why? C/E Humanism and Christianity</i></p> <p><i>What rules are the most important and why? B/F Judaism</i></p> <p><i>Why is the cross important to Christians? A/E Christianity</i></p> <p><i>How are we the same and different from other people and does it matter? B/D Islam Baha'i</i></p> <p><i>What does faith say about change? How does it make us feel and how can we become better? A/F Buddhism</i></p> <p>Understand key vocabulary: <i>vegetarian, shrine, prayer, community, dietary requirement, home, Jainism, Hinduism, special, mantras, murtis, yantras, shrine, worship, puja, anniversaries, cross, blood/wine, remember, humanism, death, reincarnation/ last supper, remembrance/poppy day,</i></p>

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<p>conflict and war.</p> <p>To know how remembrance fits in with Humanism and Christianity.</p> <p>To compare and contrast this to Christianity, where morals are taught through the experiences of Jesus and other figures in the bible.</p> <p>To know how Christians, use symbols/festivals to remember the life and death of Jesus</p> <p>To know some of the ways in which Christmas are celebrated in different ways by different Christians</p> <p>To know the key features of the Gospel stories of Christmas.</p> <p>To know of some other days which are dedicated to remembering.</p> <p>What rules are the most important and why? B/F Judaism</p> <p>To know what rules do we have in school and why we may have those rules.</p> <p>To know how are the rules that we have in school different from those outside.</p> <p>To be able to say which rules they follow in school</p> <p>To know what happens if we break those rules outside school.</p> <p>To know what rules do religious people have to live by.</p> <p>To know that Jews use the Torah as a rule book and a guide to life.</p> <p>To know the 10 commandments and what they mean.</p> <p>To know which of all of the commandments, is the most important for Jewish people.</p> <p>Why is the cross important to Christians? A/E Christianity</p> <p>To know what the symbol of the cross looks like.</p> <p>To know that Christians have a cross to remind them of how Jesus died.</p> <p>To remember the different types of cross and what they represent.</p> <p>To know some of the ways in which Easter is celebrated in</p>	<p>To talk about things that happen to me and what I feel about them with reference to our routines at home and how we might worship, what we eat at home and how we organise our days.</p> <p>To discuss ideas and refer to what we have learnt, for example why the Baha'i think we are all the same.</p> <p>To discuss how have we changed and what changes should we continue to make to become better people?</p> <p>Talk about what I find interesting or puzzling.</p> <p>Discuss what makes people ask questions regarding why we remember people and how we do this.</p> <p>To make links between Buddhism and other religions learnt</p> <p>To talk about what is important to me and to other people with respect for their feelings giving some reasons why they are important.</p> <p>To be able to talk about what is important to Christians and to Jain and Hindu families.</p>	<p>remembrance day, 10 commandments, mitzvah, rules/laws, Torah, crucifix, holy trinity, 12 apostles, Easter resurrection, lunar calendar, imam, Qur'an, diversity</p>
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	<p><i>different ways by different Christians</i></p> <p><i>To know the key features of the Gospel stories of Easter</i></p> <p><i>To know how Christians talk about a relationship with God</i></p> <p><i>To know something about how and why Christians try to help others</i></p> <p><i>To understand that the way Jesus died on the cross is integral to understanding the way Christians believe.</i></p> <p><i>How are we the same and different from other people and does it matter? B/D Islam Baha'i</i></p> <p><i>To know stories about an inspirational person</i></p> <p><i>To know how stories in a selected tradition are inspirational for believers</i></p> <p><i>To know about how and why followers of this tradition try to help others</i></p> <p><i>To know what people like to do for entertainment or to relax.</i></p> <p><i>To know what people may like to do to get some exercise.</i></p> <p><i>To know about some of the other things people might like to do</i></p> <p><i>To know you don't know about a person just by looking at them. To know how this may be true for religion.</i></p> <p><i>To know what some clues may be to show a person follows a particular religion.</i></p> <p><i>To know some special items or clothing which may be worn.</i></p> <p><i>To know the different things that are different between the main religions.</i></p> <p><i>To know who Baha'u'llah was.</i></p> <p><i>To know what the main things he believed in were.</i></p> <p><i>To know how these are these similar to what Muslims believe</i></p> <p><i>What does faith say about change? How does it make us feel and how can we become better? A/F Buddhism</i></p> <p><i>To know where and when Buddhism started.</i></p> <p><i>To know about the life of the Buddha.</i></p> <p><i>To know some of the things that he saw that made him</i></p>		
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	<p>question his position.</p> <p>To know what meditation is and how it can be done.</p> <p>To know how meditation can make someone feel.</p> <p>To know what reflection means and how people reflect on actions and life differently.</p>		
	Knowledge (Know)	Skills (Do)	Concepts (Understand)
Year 3	<p>What do Christians do when they pray and why? A/E Christianity</p> <p>To know something about what Christians might learn about Jesus from the Gospel stories of miracles and his resurrection.</p> <p>To know some of the different ways in which different Christians show their beliefs in creation, incarnation and salvation, including through the arts, worship and helping others</p> <p>To know something about the how Christians work together locally</p> <p>To know how Christian pray and special objects they may use and how this may be different for different Christians.</p> <p>To know how the bible is used during prayers.</p> <p>To know about the lord's prayer and what it means.</p> <p>To know there are prayers and psalms that are familiar to most Christians in this country and to look at some of them and learn who wrote them and what they mean.</p> <p>To look at acts of kindness and charity as a form of Christian worship.</p> <p>To know about service and what it means</p> <p>What can we learn from the life of Buddha about being happy? A/F Buddhism</p> <p>To know some of the rules and guidance used by believers and how that might be applied in working with others from different traditions</p>	<p>Investigation of religions and worldviews</p> <p>I can compare different ideas about God and humanity in the traditions studied</p> <p>I can ask important questions about the practice of faith and compare some different possible answers</p> <p>I can link my own ideas about how to lead a good life to the teachings of religions and beliefs being studied</p> <p>I can provide good reasons for the views I have and the connections I make.</p> <p>Ask important questions about different faith practices and compare some answers.</p> <p>To link own ideas about how to lead a good life to what we have learnt about Christianity and Buddhism and how prayer and meditation can bring you closer to God in different ways.</p> <p>To reflect on the different ways religious people believe you can worship God.</p> <p>To learn about practices and ways of life by looking at how Hindus celebrate a birth and the different artefacts central to Judaism, pupils will discover not only the different practices of these faiths but also understand why they are meaningful and what they bring to people of faith.</p> <p>Think about different forms of expression through close examination of different Holy texts, their stories and the lessons we learn from them.</p> <p>To think about laws connected to what we eat and what this</p>	<p>Key questions to understand and answer:</p> <p>What do Christians do when they pray and why? A/E Christianity</p> <p>What can we learn from the life of Buddha about being happy? A/F Buddhism</p> <p>Should holy books be treated differently to other books? C/E Islam</p> <p>What are our most important religious artefacts and symbols?</p> <p>How do they show what we believe? B/D Judaism</p> <p>How do faith groups mark naming ceremonies? B/E Hinduism</p> <p>What makes some places sacred? C/F Christianity, Islam</p> <p>Understand key vocabulary:</p>

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<p>To know the 4 noble truths.</p> <p>To know how these help to find happiness and is we can be happy when others are unhappy.</p> <p>To know how we can change a person's emotions and feelings from sad to happy.</p> <p>To know where we might see some of the suffering in life today.</p> <p>To know what can be done to improve someone else's life, to make them happy (or happier).</p> <p>To know Buddha's teachings.</p> <p>To know the quote, "We are what we think. All that we are arises with our thoughts. With our thoughts we make the world."</p> <p>To know who said this quote and what it might mean.</p> <p>Should holy books be treated differently to other books? C/E Islam</p> <p>To know why some books are special and that religious books have extra significance.</p> <p>To know the names of Holy books special to religions.</p> <p>To know some of the importance of the Bible for Christians and know how it is used.</p> <p>To understand the structure of the Bible and look at some of the stories from both the New and Old Testament and discuss how they are used as religious teachings and why.</p> <p>To know what believers might learn from the significant texts/writings.</p> <p>To know how to respect books.</p> <p>To know the Qur'an is the Muslim holy book and why what it means to Muslims.</p> <p>To know how and why it is treated with respect.</p> <p>To know that the Qur'an is written in Arabic and why the writing within is so important to Muslims (the word of Allah).</p> <p>To know the pages are decorated with patterns from nature</p>	<p>means about keeping a faith. How does not eating or abstaining from eating certain foods help religious people feel connected?</p> <p>Being able to talk about identity and belonging through looking at items used for worship, religious dress, daily rituals and worship and to relate this to their own lives.</p> <p>Through looking at the different ways Christians worship, not only through prayer, pupils to find out about the meaning and purpose of life, and to think about how this means not only to fulfil our own needs but to do good for others.</p> <p>When considering the Hindu naming ceremony, pupils to think about the meaning behind all of the symbols in the ceremony and how this ceremony encourages Hindus to think about important milestones in their lives with reference to their faith.</p> <p>To start to understand how commitment to a faith e.g. Islam involves not only time taken in prayer but has an effect on daily life as food is central to our lives.</p> <p>To find out about the commitment of doing good deeds with relation to Buddhism.</p>	<p>psalms, hymns, liturgy, scripture, pew, hassock, sermon, vicar/priest, vigil, meditation, Buddha Buddhism, rebirth, reincarnation, enlightenment Siddhartha Gautama, Bodhi tree, poverty, riches, suffering, renounce, Hebrew, Arabic, Sanskrit, the Vedas, mezuzah, kippa, prayer shawl (tallit), uniform, belonging, community identity, Star of David, tefillin parchment, commandments, shema prayer, covenant/ menorah, rededication, temple, Jerusalem, nickname/surname/ first name/Christian name, nom de plume, pen name (authors who hid their name and why), anonymous, reputation, dietary laws, vegetarian, vegan, Jain, Jainism, organism, soul, fasting, Ramadan, iftaar, charity, Hamsa</p>
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	<p>and why.</p> <p>What are our most important religious artefacts and symbols? How do they show what we believe? B/D Judaism</p> <p>To know that different faiths use symbols and artefacts in prayer and that these represent different ideas</p> <p>To know what a symbol/artefact is and why they are important.</p> <p>To know what some of the religious symbols, artefacts and symbols in Judaism mean.</p> <p>To know the key Jewish prayer of the Shema and why it is so important.</p> <p>To know about the festival of Chanukah.</p> <p>To know what symbols /artefacts are used during rituals.</p> <p>Know what "Chai" is and what is "Shin" in Judaism.</p> <p>To know the different religions people follow in the class.</p> <p>To know some of the special clothing or objects Jewish people might wear or own.</p> <p>To know what Hamsa is and how is it similar to other religious symbols.</p> <p>How do faith groups mark naming ceremonies? B/E</p> <p>Hinduism</p> <p>To know how the birth of a baby is a special event.</p> <p>To know that getting a name at birth is a celebration and why it is important (links to article 7)</p> <p>To know the rituals involved in different naming ceremonies.</p> <p>To know how this is performed differently in other religions or faiths (e.g. Christian- baptism, Jewish-Brit Milah, Islam- Tahnik/Aqiqah, Humanist).</p> <p>To be able to describe the Hindu naming ceremony and to say which other faiths have a naming ceremony.</p> <p>To know the rituals involved in Naam Karan (Hindu)</p> <p>To know when it is conducted and what the important steps in the ritual are.</p>		
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	<p><i>To know key vocabulary linked to different naming ceremonies.</i></p> <p><i>To know similarities and differences between the different ceremonies.</i></p> <p><i>To know what our names mean to us personally but also to our families.</i></p> <p><i>To know the connections our names have to our families and wider circles and why our names are a celebration of diversity and a multicultural Britain.</i></p> <p><i>What makes some places sacred? C/F Christianity, Islam</i></p> <p><i>To know what people mean by sacred</i></p> <p><i>To know sacred places significant to believers from different faith groups.</i></p> <p><i>To know what makes religious buildings sacred.</i></p> <p><i>To know that Rome is a sacred place for some Christians.</i></p> <p><i>To know the features of different churches or cathedrals which make those building sacred places.</i></p> <p><i>To know features of the Kaaba.</i></p> <p><i>To know what the Kaaba is, where it is in the world, who built the Kaaba and what it looks like.</i></p> <p><i>To know what the Hajj is</i></p> <p><i>To know how and when should it be observed and how it is completed (1st day, 2nd day, final 3 days).</i></p> <p><i>To know what the rituals are performed during Hajj.</i></p> <p><i>To know what "Ihram" is.</i></p>		
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	Knowledge (Know)	Skills (Do)	Concepts (Understand)
Year 4	<p>What does it mean to be sorry and how can we tell? A/D Judaism</p> <p>To know what it means to be sorry and the difference between being sorry and saying sorry.</p> <p>To understand what forgiveness and repentance means.</p> <p>To know some of the rules and guidance used by believers and how that might be applied in doing the right thing or saying sorry/being sorry.</p> <p>To know why we say sorry.</p> <p>To know ways to say sorry or show you are sorry.</p> <p>To know how Jewish people say sorry.</p> <p>To know what Jewish people do to show that they are sorry</p> <p>To be able to explain how Judaism requires repentance at the start of each year: Teshuva," or repentance is the heart of Yom Kippur observance.</p> <p>To know that not only do those of the Jewish faith seek forgiveness for individual transgressions, but they also atone together for harm done as a community.</p> <p>To know there are four levels of repentance.</p> <p>To know how at school children can learn from bad choices (link to restorative practice, schools' behaviour policies)</p> <p>What do we mean by peace and where is it to be found? C/E Christianity</p> <p>To know the meaning of the word peace</p> <p>To know how different religions view peace</p> <p>To know the similarities and differences between each religions view of peace</p> <p>To know how we can have inner peace and what that means</p> <p>To know how Christians believe we can reach that serenity.</p> <p>To know that peace between people and know that Christians believe that Jesus came back to Earth to promote peace and</p>	<p>Investigation of religions and worldviews</p> <p>I can compare different ideas about God and humanity in the traditions studied</p> <p>I can ask important questions about the practice of faith and compare some different possible answers</p> <p>I can link my own ideas about how to lead a good life to the teachings of religions and beliefs being studied</p> <p>I can provide good reasons for the views I have and the connections I make.</p> <p>Look at the texts used for prayer during the Jewish High Holy Days and consider the prayers about forgiveness and repentance and what they mean on a personal and communal level.</p> <p>To think about the texts and references that Humanists use and the non-religious belief system that they follow and why.</p> <p>To look at worship in a community and think about how these practices bring people together and create a lifestyle around which religious people organise their lives. Relate to own lives and in school.</p> <p>To consider how belief in Jesus is central to Christianity.</p> <p>To discuss and describe how religious and other beliefs, ideas and feelings are expressed in a range of styles and suggest what they mean.</p> <p>To think about this in relation to a way of dress and a code of behaviour (expressing inner peace for example).</p> <p>To ask questions about who we are and where we belong, and suggest answers which refer to people who have inspired and influenced themselves and others.</p> <p>To think about why repentance is important in a faith and how you can belong to or have a world view that is not based on God or a religious belief.</p>	<p>Key questions to understand and answer:</p> <p>What does it mean to be sorry and how can we tell? A/D Judaism</p> <p>What do we mean by peace and where is it to be found? C/E Christianity</p> <p>Does it matter what we wear and why? C/F Sikhism</p> <p>In what ways is Jesus relevant today and in the future? B/D Christianity</p> <p>What role do places of worship have in communities? B/F Islam</p> <p>How is Humanism the same as and different to a religion? A/D Humanism</p> <p>Understand key vocabulary:</p> <p>Rosh Hashanah, Yom Kippur, repentance, sorry, apology, restitution, forgiveness, confession, peace, love, Jesus, disciples, teachings, new testament, bible, parables, crucifix, kesh, kanga, kaccherra, kara, kirpan, turban, gospels, john, Luke, Mark, Matthew, source, word of mouth, parables, teachings, sacrifice, resurrection, Eid, religious texts, significance, rituals,</p>

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<p>love.</p> <p>To know religions, focus on community cohesion to bring about peace</p> <p>To know that 'peace; is interpreted by people.</p> <p>To know and recognise key peace symbols</p> <p>To know examples of events where the common themes of peace has united people (locally, nationally or internationally)</p> <p>Does it matter what we wear and why? C/F Sikhism</p> <p>To know what things people wear in different situations.</p> <p>To know that there are different uniforms and how they are different to each other.</p> <p>To know what things people wear to show that they belong to a group of people. i.e. uniform (School/Job)</p> <p>To know types of dress with religious significance and understand that a special code of dress can have significance.</p> <p>To know what Sikhs wear and their religious or symbolic significance.</p> <p>To know and explain what the 5Ks are.</p> <p>To know the 5K's in Sikhism consist of the Kangha, Kara, Kachera, Kirpan and Kesh.</p> <p>In what ways is Jesus relevant today and in the future? B/D Christianity</p> <p>To know what Christians might learn about Jesus from the Gospel stories of miracles and his resurrection</p> <p>To know the importance of the Bible for Christians and give examples of how it is used</p> <p>To know many of the different ways in which different Christians show their beliefs in creation, incarnation and salvation, including through the arts, worship and helping others</p> <p>To know ways in which some Christians work together locally</p> <p>To know that Christians believe that Jesus sacrificed himself and came back to teach people the right path of peace.</p>	<p>To explain if Humanists do not have a belief in God how do they connect to each other and come together as they do not pray.</p> <p>To ask questions about the meaning and purpose of life, and suggest a range of answers which might be given by themselves as well as members of different religious groups.</p> <p>To consider what makes a Christian feel peaceful and why.</p> <p>To ask questions about the moral decisions we make, and suggest what might happen as a result of different decisions, including those made with reference to religious beliefs/values.</p> <p>Think about why Muslims pray as a community and its impact on their faith.</p>	<p>feasts, practices, Eid-al-fitr and Eid al-adha, lunar calendar, science, faith, religion, respect, logic, deity, truth, belief, proof</p>
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	<p><i>To explain that the teachings of Jesus are about morality, love and respect and in this way are relevant to our modern world.</i></p> <p><i>What role do places of worship have in communities? B/F Islam</i></p> <p><i>To know what some of the arts, music and language might mean to followers and the local community.</i></p> <p><i>To know about the practice of faith and how religious places of worship impact local communities.</i></p> <p><i>To know about some of the main places of worship in the local area.</i></p> <p><i>To know the importance of religious buildings in the community.</i></p> <p><i>To know how the community comes together in the Mosque</i></p> <p><i>To know how it serves the community.</i></p> <p><i>To know what events and festivals take place in the mosque</i></p> <p><i>To know what events and festivals take place in local places of worship e.g. voluntary, charity events, clubs, classes etc.</i></p> <p><i>How is Humanism the same as and different to a religion? A/D Humanism</i></p> <p><i>To know what makes up a world view and their own world view.</i></p> <p><i>To know how beliefs are influenced by experiences and moral values.</i></p> <p><i>To know about the key ideas about God and humanity in the religions studied over the year.</i></p> <p><i>To know the characteristics and beliefs of Humanism.</i></p> <p><i>To know how Humanists make decisions.</i></p> <p><i>To know the thoughts and beliefs of well-known humanists.</i></p> <p><i>To know similarities and differences between Humanism and other major world religions</i></p> <p><i>To know what that faiths have a deity and a holy book but that Humanists do not have these.</i></p> <p><i>To know what makes us the same and different as humans</i></p>		
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	<p>and why these differences are valuable</p> <p>To know what life would be like without rules and principles/morals. Know how these are similar in many religions.</p> <p>To know which Humanist ceremonies/celebrations are different or similar to other religious ceremonies.</p>		
	Knowledge (Know)	Skills (Do)	Concepts (Understand)
Year 5	<p>Do all actions have a consequence? B/F Buddhism and Jainism</p> <p>To know the links between some texts and symbols from religion and belief and guidance on how to live a good life</p> <p>To know the idea of responsibility and how this leads to good consequences (roles, rights and responsibilities)</p> <p>To know the core beliefs of the Dharmic religions.</p> <p>To know why duty is a core message in Buddhism and Jainism.</p> <p>To know what the term reincarnation is and beliefs held about these and why they are important to those people.</p> <p>To know what Karma is and how Karma affects a person's decision making/actions.</p> <p>To know the difference between Karma and conscience.</p> <p>To know how Karma fits in to the idea of reincarnation.</p> <p>To know how being a Jain or a Buddhist could lead to good consequences and why.</p> <p>Is it better to give than to receive? C/F Christianity and Islam</p> <p>To know some links between Jesus' life and teaching and different forms of Christian action, such as in rituals and charitable acts</p> <p>To know some ideas Christians may have about developing their relationship with God, through prayer, pilgrimage or personal 'spiritual' experience</p> <p>To know what the statement "It is better to give than receive"</p>	<p>Investigation of religions and worldviews</p> <p>I can describe and explain different ideas about God with reference to two religions or one religion and a non-religious worldview</p> <p>I can ask important questions about religious experience and life after death and suggest answers that refer to traditions of religion and belief</p> <p>I can ask important questions about social issues and suggest what might happen depending on different moral choices</p> <p>I can provide good reasons for the views I have and the connections I make.</p> <p>Suggest reasons for the variety of beliefs which people hold, and explain how religious and other sources are used to provide answers to important questions. For example, when talking about Creation.</p> <p>To be able to describe why people belong to religions and other belief systems and explain how similarities and differences within and between those religions and belief systems can make a difference to the lives of individuals and communities.</p> <p>To think about how people worship and what it means to them to be able to do this either alone or with a community.</p> <p>To use a wide religious and other vocabulary in suggesting reasons for the similarities and differences in the ways people</p>	<p>Key questions to understand and answer:</p> <p>Do all actions have a consequence? B/F Buddhism and Jainism</p> <p>Is it better to give than to receive? C/F Christianity and Islam</p> <p>Why did a Chief Rabbi say – "Religion is about the why of creation, science is about the how?" A/E Judaism and Humanism</p> <p>How did the teachings of Guru Nanak influence the teachings of Guru Gobind Singh? A/E Sikhism</p> <p>Could the Lord's Prayer be universal? C/D Christianity</p> <p>How do faiths define themselves? C/D Baha'i</p> <p>Understand key vocabulary:</p>

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<p><i>means</i></p> <p><i>To give examples of when it is better to give than to receive.</i></p> <p><i>To know what giving means in religious terms and in a nonfaith context.</i></p> <p><i>To know that Islam and Christianity faiths believe in helping others and know why.</i></p> <p><i>To know what the Salvation Army do and who they help and why.</i></p> <p><i>To know what the Salvation army do at Christmas.</i></p> <p><i>To know what the charitable work that Hajjah Naziha do and what their fundraising hopes to do.</i></p> <p><i>To know how these faiths practically help others and how it brings communities together.</i></p> <p><i>Why did a Chief Rabbi say – “Religion is about the why of creation, science is about the how?” A/E Judaism and Humanism</i></p> <p><i>To know different ways of demonstrating a commitment to a tradition of religion and belief</i></p> <p><i>To know what the basic beliefs of Humanism/Judaism are</i></p> <p><i>To know that there is a religious viewpoint on the origins of the world and a scientific one.</i></p> <p><i>To know the Biblical creation theory.</i></p> <p><i>To know the Science of the beginning of the world.</i></p> <p><i>To know how the idea of using experience to make decisions (humanist belief) compare with the act of repentance at Yom Kippur (Judaism). To know they both show examples of a change in behaviour.</i></p> <p><i>How did the teachings of Guru Nanak influence the teachings of Guru Gobind Singh? A/E Sikhism</i></p> <p><i>To know what is meant by the term ‘Guru’.</i></p> <p><i>To know who the 10 Gurus were and why they are important/inspiration to Sikhs.</i></p> <p><i>To know who Guru Gobind Singh was and why he is important</i></p>	<p><i>express their beliefs.</i></p> <p><i>To consider why people give charity in a religious context and why faiths worship in different ways.</i></p> <p><i>To think about what having a faith means and if it means you believe in one set of rules and to consider this when talking about the Baha’i faith.</i></p> <p><i>To express their own and others’ views on questions about who we are and where we belong and on the challenges of belonging to religion or other belief system and explain what inspires and influences them. To talk about the inspiration of the Sikh leaders.</i></p> <p><i>To ask questions about the meaning and purpose of life and suggest answers which relate to the search for truth and their own and others’ lives.</i></p> <p><i>To think about this with reference to the discussion about creation and also the importance of the gurus in Sikhism.</i></p> <p><i>To ask questions about things that are important to me and to other people and suggest answers which relate to my own and others’ lives.</i></p> <p><i>To think about forgiveness and giving in our own lives and what this means.</i></p>	<p><i>Karma, Buddha, rebirth, reincarnation, Siddhartha Gautama, meditation, meditate, the noble eightfold path, nirvana, saffron, the three jewels, the five vows, vegetarian, charity, giving gifts/presents, volunteering, chief rabbi, rabbi, genesis, creation, logic, big bang theory, science, deity, guru, Guru Nanak, amrit, the 5 K’s, khalsa, liturgy, disciple, universal, practice, tenets of faith, religious observance, dietary requirements, the book of laws (kitab-i-aqdas)</i></p>
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	<p>to Sikhs.</p> <p><i>To know the teaching of Guru Nanak.</i></p> <p><i>To know how Guru Gobind Singh and why he was important.</i></p> <p><i>To know how he was different to Guru Nanak and how their teaching was similar or different.</i></p> <p><i>To know about the Guru Granth Sahib and its importance.</i></p> <p><i>To know how the teaching of the gurus is reflected by Sikhs today.</i></p> <p><i>Could the Lord's Prayer be universal? C/D Christianity</i></p> <p><i>To know some ideas Christians may have about developing their relationship with God, through prayer, pilgrimage or personal 'spiritual' experience</i></p> <p><i>To know the words of the Lord's Prayer</i></p> <p><i>To know the origins of the Lord's Prayer</i></p> <p><i>To know the meaning of each line of the prayer</i></p> <p><i>To know that the sentiments are not just unique to Christians.</i></p> <p><i>How do faiths define themselves? C/D Baha'i</i></p> <p><i>To know how important aspects of a religion or belief are celebrated and remembered by different communities</i></p> <p><i>To think about how these daily practices unite them across communities.</i></p> <p><i>To know about how different faiths worship different gods or the same deity.</i></p> <p><i>To know that the Baha'i faith accepts other faiths that came before it.</i></p> <p><i>To know the history of the Baha'i faith and what it represents.</i></p> <p><i>To know different ideas about Baha'i faith and the meaning of life and death with reference to key texts including how it compares to other faiths.</i></p> <p><i>To know different ideas about God with reference to two religions or one religion and a non-religious worldview</i></p> <p><i>To know of ideas about the idea that ALL religions pray to the SAME God.</i></p>		
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	<p>To know the main beliefs that are shared by religions.</p> <p>To know what morals are common to all religions.</p> <p>To know the Baha'i position on racism.</p>		
	Knowledge (Know)	Skills (Do)	Concepts (Understand)
Year 6	<p>Why do people pray? Islam B/D</p> <p>To know what is meant by 'praying' or 'prayer'</p> <p>To know why people might pray and how it might make them feel.</p> <p>To know how different religions or faiths pray.</p> <p>To know that praying might involve rituals which are also performed.</p> <p>To name and describe the significance of special objects found within mosques.</p> <p>To know the significance of a prayer mat and special clothing worn during prayer.</p> <p>To know why a mosque is an important place for many people and describe what happens there.</p> <p>To know about other places where Muslims can worship.</p> <p>To know how people, show respect in a mosque.</p> <p>To know why the 5 Pillars of Islam are important to Muslims.</p> <p>To know the names of the Five Pillars of Islam and these are five duties that Muslims try to carry out.</p> <p>To know the importance of the Quran for Muslims and know how the words in the Qur'an were revealed to Muhammad.</p> <p>To know the actions that are performed during prayer and why the actions are performed.</p> <p>How responsible are we for the environment? A/F Christianity/ Hinduism</p> <p>To know links between Jesus' life and teaching and different forms of Christian action, such as in rituals and charitable acts e.g. stewardship</p>	<p>Investigation of religions and worldviews</p> <p>I can describe and explain different ideas about God with reference to two religions or one religion and a non-religious worldview</p> <p>I can ask important questions about religious experience and life after death and suggest answers that refer to traditions of religion and belief</p> <p>I can ask important questions about social issues and suggest what might happen depending on different moral choices</p> <p>I can provide good reasons for the views I have and the connections I make.</p> <p>To be able to say what religions and other belief systems teach about some of the big questions of life, using different sources and arguments to explain the reasons for diversity within and between them.</p> <p>To relate this to questions about the environment and the age of responsibility in religions.</p> <p>To talk about what different practices and ways of life followers of religions and other belief systems have developed, explaining how beliefs have had different effects on individuals, communities and societies.</p> <p>To think and talk about prayer and who we look for when we want inspiration.</p> <p>To explain the significance behind certain festivals and why they are celebrated e.g. in Islam.</p> <p>To use correct religious and philosophical vocabulary in explaining what the significance of different forms of</p>	<p>Key questions to understand and answer:</p> <p>Why do people pray? Islam B/D</p> <p>How responsible are we for the environment? A/F Christianity/ Hinduism</p> <p>What do Christians believe is the most important event that has ever happened? C/F Christianity</p> <p>What is the truth about the Baisakhi story? C/E Sikhism</p> <p>Who do we look to for inspiration and why? B/D Buddhism and Humanism</p> <p>Religious responsibility: What does it mean to grow up? Judaism and Zoroastrianism A/F</p> <p>Understand key vocabulary:</p> <p>Mosque, Salah, wudhu, minaret, adhan, mecca, qibla mihrab, jimu'ah, prophet Muhammad, imam, protect, climate change, recycling, harvest, creation,</p>

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<p><i>To know that Christians believe we should look after the planet because it was created by God. various faiths acknowledge the need for environmental stewardship and their holy texts urge followers to be caretakers of the Earth and its biodiversity.</i></p> <p><i>To know where some of these quotes can be found within religious texts which remind us how faith is connected to the environment.</i></p> <p><i>To know about some of the quotes and references to looking after the environment in Hindu scriptures and stories.</i></p> <p><i>To know about the Hindu creation story and the role of the 'the Trimurti (Brahma, Vishnu, Shiva) and their role in protecting the environment/earth.</i></p> <p><i>To know what The Bhumi Project is.</i></p> <p><i>To know what significant changes there have been due to the Bhumi Project.</i></p> <p><i>To know why the environment is important to Hindus.</i></p> <p><i>To know about the Hindu belief of ahimsa (non-violence) and it's link to vegetarianism.</i></p> <p><i>To know why people choose to become vegan (in relation to looking after the environment)</i></p> <p><i>To know about the beliefs of ahimsa and Mahatma Ghandi.</i></p> <p><i>To know what Christians believe about the creation of the world.</i></p> <p><i>To know what the Christian beliefs are about protecting the environment.</i></p> <p><i>To know about the story of Adam and Eve and what instruction was given to Adam and Eve in the Garden of Eden.</i></p> <p><i>To know about current efforts in changes and protection of the environment.</i></p> <p><i>What do Christians believe is the most important event that has ever happened? C/F Christianity</i></p> <p><i>To know that Christians believe that God is 3 separate but</i></p>	<p><i>religious, spiritual and moral expression might be for believers and to relate this to the core beliefs of Christians and Sikhs.</i></p> <p><i>To consider the challenges of belonging to a religion or other belief system today with reference to their own and other people's views on human nature and society, supporting those views with reasons and examples.</i></p> <p><i>To use reasoning and examples to express insights into their own and others' views on questions about the meaning and purpose of life and the search for truth thinking about the truth in the Baisakhi story.</i></p> <p><i>To use reasoning and examples to express insights into the relationship between beliefs, teachings and world issues, focusing on things that are important to them e.g. expressing their own views about their faith and religious responsibility and caring for the environment.</i></p>	<p><i>environmental, humanism, evolution, ecology, organic, preservation, resurrection, Easter, crucifix, Vaisakhi, 5 beloved ones - Panje Pyare, holy water, amrit, voluntary, baptised, Gurdwara, Sikh new year, heroes, inspire, fame, inventor, art, science, reputation, Dalai Lama, rites of passage, responsibility, bar mitzvah, bat mitzvah, mitzvah service, coming of age, adolescence, navjote ceremony</i></p>
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	<p>constant persons: the father, the son and the holy spirit. To know the different ideas Christians may have about salvation and life after death with reference to key texts. To know about some Christian festivals and celebrations. To know that Easter is an important festival for Christians. To know that Christians believe it was a unique historical event. To know the Easter story. To know some of the significant days and events in the lead up to Easter Sunday. To know how Christians may observe these special days and events during the Easter period.</p> <p>What is the truth about the Baisakhi story? C/E Sikhism To know the 5K's in Sikhism consist of the Kangha, Kara, Kachera, Kirpan and Kesh. To know the symbolism of each of the 5Ks and why they are important to Sikhs. To know that Baisakhi is celebrated the Sikh new year. To know when this is celebrated in the year. To know what happened on Baisakhi/Vaisakhi Day and the story of Baisakhi. To know what is meant by 'Khalsa' To know the meaning of the Panj Pyare (5 beloved ones) and their role in the Khalsa brotherhood. To know how Baisakhi is celebrated by the Sikh community.</p> <p>Who do we look to for inspiration and why? B/D Buddhism and Humanism To know what the word 'inspiration/inspirational' means To know what qualities makes someone inspirational. To know how Buddhism and Humanism can be compared and contrasted. To know if Buddhists pray to a God To know that Buddhists look to their religious leaders and</p>		
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	<p><i>founders for inspiration and use their teachings as the basis on which to lead their lives.</i></p> <p><i>To know that Humanists believe in Science and are inspired by those who have made a good contribution to society.</i></p> <p><i>To know about some famous Humanists and why they are remembered.</i></p> <p><i>To know if these famous people have identified themselves as Humanists or if history has put them in to this belief group.</i></p> <p><i>To know why some people are inspirational to Humanists.</i></p> <p>Religious responsibility: What does it mean to grow up?</p> <p>Judaism and Zoroastrianism A/F</p> <p><i>To know that faiths mark growing up with an induction into the religion.</i></p> <p><i>To know the different ways these two faiths mark responsibility.</i></p> <p><i>To know this marks a time of taking decisions about religious practice which coincides with growing up and becoming more independent.</i></p> <p><i>To know about Zoroastrians and to understand their beliefs, values and culture.</i></p> <p><i>To know about the Zoroastrian symbol (farvahar) and what it looks like and what it represents.</i></p> <p><i>To know what the meaning of the word 'Wisdom' means and how this relates to the three magi.</i></p> <p><i>Know about the life and teachings of the Prophet Zarathustra.</i></p> <p><i>Know about Zoroastrian beliefs regarding Ahura Mazda (God) and the Amensha Spentas, [a team of spirits who look after all parts of creation]</i></p> <p><i>Know the Zoroastrian teaching about Angra Mainyu and the presence of evil in the world.</i></p> <p><i>To know how Zoroastrians worship and significant items they use during worship.</i></p> <p><i>To know about some Zoroastrian festivals and link them to</i></p>		
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	<p><i>their way of worshipping</i></p> <p><i>To know about the ceremony of Navjote and why it is important for Zoroastrians.</i></p> <p><i>To know why the Navjote ceremony is performed at a particular age.</i></p> <p><i>To know what a Bat mitzvah/Bar Mitzvah ceremony is, how and why it is celebrated by Jewish communities.</i></p> <p><i>To know why the Bat mitzvah/Bar Mitzvah ceremony is performed at a particular age.</i></p> <p><i>To know what "growing up" means in the context of religion and what is expected from children after they reach a certain age.</i></p>		
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