

Religious Education Progression and Core Knowledge 2022-2023

At Newlands we use an approach that enables learners to understand what drives people of faith to live the way they do. This builds each child's 'religious literacy' helping them understand the nature of religion and belief in the world in which they live, using big questions as a central approach. These questions are then explored in different ways. Pupils are encouraged to ask their own questions throughout with clear outcomes for each phase of primary education which build on each other year on year so children know more and can do more.

Early Years Foundation Stage

Children in Reception will learn to..

- Understand that some places are special to members of their community.
- Recognise that people have different beliefs and celebrate special times in different ways.

	Year 1	Year 2
Religions and beliefs	<ul style="list-style-type: none"> ● Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come <ul style="list-style-type: none"> ○ recall features of religious, spiritual and moral stories and other forms of religious expression ○ recognise and name features of religions and beliefs 	<ul style="list-style-type: none"> ● Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come <ul style="list-style-type: none"> ○ retell religious, spiritual and moral stories ○ identify how religion and belief is expressed in different ways ○ identify similarities and differences in features of religions and beliefs
Enquiring, investigating and interpreting	<ul style="list-style-type: none"> ● identify what they find interesting and puzzling in life ● recognise symbols and other forms of religious expression 	<ul style="list-style-type: none"> ● recognise that some questions about life are difficult to answer ● ask questions about their own and others' feelings and experiences ● identify possible meanings for symbols and other forms of religious expression

Beliefs and teachings	<ul style="list-style-type: none"> recount outlines of some religious stories 	<ul style="list-style-type: none"> retell religious stories and identify some religious beliefs and teachings
Practices and lifestyles	<ul style="list-style-type: none"> recognise features of religious life and practice 	<ul style="list-style-type: none"> identify some religious practices, and know that some are characteristic of more than one religion
Expression and language	<ul style="list-style-type: none"> recognise some religious symbols and words 	<ul style="list-style-type: none"> suggest meanings in religious symbols, language and stories
Identity and experience	<ul style="list-style-type: none"> identify aspects of own experience and feelings, in religious material studied 	<ul style="list-style-type: none"> respond sensitively to the experiences and feelings of others, including those with a faith
Meaning and purpose	<ul style="list-style-type: none"> identify things they find interesting or puzzling, in religious materials studied 	<ul style="list-style-type: none"> realise that some questions that cause people to wonder are difficult to answer
Values and commitments	<ul style="list-style-type: none"> identify what is of value and concern to themselves, in religious material studied 	<ul style="list-style-type: none"> respond sensitively to the values and concerns of others, including those with a faith, in relation to matters of right and wrong

Learning Outcomes Years 1 & 2

	<ul style="list-style-type: none"> Describe some of the teachings of a religion. Describe some of the main festivals or celebrations of a religion. Recognise, name and describe some religious artefacts, places and practices. Name some religious symbols. Explain the meaning of some religious symbols. Identify the things that are important in their own lives and compare these to religious beliefs.
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- Relate emotions to some of the experiences of religious figures studied.
- Ask questions about puzzling aspects of life.
- Identify how they have to make their own choices in life.
- Explain how actions affect others.
- Show an understanding of the term 'morals'.

Core Knowledge Years 1&2

Term 1

- Christians believe baptism welcomes a person into God's family.
- Recall a church song that makes everyone feel welcome.
- Remember some of the events which happen at a baby's baptism.

Term 2

- Jewish stories contain examples of good deeds.
- Jewish people welcome babies into their community.
- Jewish people care for their world.

Term 3

- Parables are special stories which teach what God is like.
- The parable of the Lost sheep is important to Christians.
- Parables can be passed onto others.

Term 4

- Christians pray to God.
- Jesus taught people how to pray in a special prayer called the Lord's prayer.
- Christians pray together at church.

Term 5

- Christians believe the Holy Spirit to be an invisible friend who helps them be more like Jesus.
- Christians celebrate the birthday of the church at Pentecost.
- Pentecost is celebrated on the Sunday 50 days after Easter.

Term 6	<ul style="list-style-type: none"> ● Jewish people learn the importance of rest through listening to the creation story. ● At the end of the creation story, God rested. ● Jewish families have a day of rest each week.
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	Year 3	Year 4
Religion and beliefs	<ul style="list-style-type: none"> ● make links between beliefs, stories and practices ● identify the impacts of beliefs and practices on people's lives ● identify similarities and differences between religions and beliefs 	<ul style="list-style-type: none"> ● comment on connections between questions, beliefs, values and practices ● describe the impact of beliefs and practices on individuals, groups and communities ● describe similarities and differences within and between religions and beliefs
Enquiring, investigating and interpreting	<ul style="list-style-type: none"> ● investigate and connect features of religions and beliefs ● ask significant questions about religions and beliefs ● describe and suggest meanings for symbols and other forms of religious expression 	<ul style="list-style-type: none"> ● gather, select, and organise ideas about religion and belief ● suggest answers to some questions raised by the study of religions and beliefs ● suggest meanings for a range of forms of religious expression, using appropriate vocabulary
Beliefs and teachings	<ul style="list-style-type: none"> ● describe some religious beliefs and teachings of religions studied, and their importance 	<ul style="list-style-type: none"> ● describe the key beliefs and teachings of the religions studied, connecting them accurately with other features of the religions making some comparisons between religions
Practices and lifestyles	<ul style="list-style-type: none"> ● describe how some features of religions studied are used or exemplified in festivals and practices 	<ul style="list-style-type: none"> ● show understanding of the ways of belonging to religions and what these involve
Expression and language	<ul style="list-style-type: none"> ● make links between religious symbols, language and stories and the beliefs or ideas that underlie them 	<ul style="list-style-type: none"> ● show, using technical terminology, how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for some symbols, stories and language
Identity and experience	<ul style="list-style-type: none"> ● compare aspects of their own experiences and those of others, identifying what influences their lives 	<ul style="list-style-type: none"> ● ask questions about the significant experiences of key figures from religions studied and suggest answers from own and others' experiences, including believers

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Meaning and purpose	<ul style="list-style-type: none"> ● compare their own and other people's ideas about questions that are difficult to answer 	<ul style="list-style-type: none"> ● ask questions about puzzling aspects of life and experiences and suggest answers, making reference to the teaching of religions studied
Values and commitments	<ul style="list-style-type: none"> ● make links between values and commitments, including religious ones, and their own attitudes or behaviour 	<ul style="list-style-type: none"> ● ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues

Learning Outcomes Year 3 & 4

- Present the key teachings and beliefs of a religion.
- Refer to religious figures and holy books to explain answers.
- Identify religious artefacts and explain how and why they are used.
- Describe religious buildings and explain how they are used.
- Explain some of the religious practices of both clerics and individuals.
- Identify religious symbolism in literature and the arts.
- Show an understanding that personal experiences and feelings influence attitudes and actions.
- Give some reasons why religious figures may have acted as they did.
- Ask questions that have no universally agreed answers.
- Explain how beliefs about right and wrong affect people's behaviour.
- Describe how some of the values held by communities or individuals affect behaviour and actions.
- Discuss and give opinions on stories involving moral dilemmas.

Core Knowledge Years 3&4

Term 1	<ul style="list-style-type: none"> ● Christians believe that God wants them to be peacemakers. ● Know the story of the prodigal son. ● Explain the role of confession for some Christians around the world.
Term 2	<ul style="list-style-type: none"> ● Allah is to be obeyed at all times. ● Saying Bismallah reminds muslims that Allah is involved in everything. ● Know how Muslims get ready to pray.
Term 3	<ul style="list-style-type: none"> ● Hindus take responsibility for giving good karma. ● Hindus are encouraged to perform acts of selfless kindness. ● The Upanayana ceremony shows that a child is ready to study Hindu scriptures.
Term 4	<ul style="list-style-type: none"> ● The cross is an important symbol for Christians. ● Christianity is a global faith. ● Explain why Christians wear crosses.
Term 5	<ul style="list-style-type: none"> ● Christians want to follow Jesus' way of life. ● Jesus is the King of God's kingdom. ● Charity work is important for Christians.
Term 6	<ul style="list-style-type: none"> ● Jewish people believe they have an agreement with God. ● Seder is celebrated at Passover. ● Shavuot is a major Jewish festival.

	Year 5	Year 6
Religion and belief	<ul style="list-style-type: none"> ● explain connections between questions, beliefs, values and practices in different belief systems 	<ul style="list-style-type: none"> ● use religious and philosophical terminology and concepts to explain religions, beliefs and value systems

	<ul style="list-style-type: none"> ● recognise and explain the impact of beliefs and ultimate questions on individuals and communities ● explain how and why differences in belief are expressed. 	<ul style="list-style-type: none"> ● explain some of the challenges offered by the variety of religions and beliefs in the contemporary world ● explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures.
Enquiring, investigating and interpreting	<ul style="list-style-type: none"> ● suggest lines of enquiry to address questions raised by the study of religions and beliefs ● suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence ● recognise and explain diversity within religious expression, using appropriate concepts. 	<ul style="list-style-type: none"> ● identify the influences on, and distinguish between, different viewpoints within religions and beliefs ● interpret religions and beliefs from different perspectives ● interpret the significance and impact of different forms of religious and spiritual expression
Beliefs and teachings	<ul style="list-style-type: none"> ● explain how some beliefs and teachings are shared by different religions and how they make a difference to the lives of individuals and communities 	<ul style="list-style-type: none"> ● make comparisons between the key beliefs, teachings and practices of the Christian faith and other faiths studied, using a wide range of appropriate language and vocabulary.
Practices and lifestyles	<ul style="list-style-type: none"> ● explain how selected features of religious life and practice make a difference to the lives of individuals and communities 	<ul style="list-style-type: none"> ● explain in detail the significance of Christian practices, and those of other faiths studied, to the lives of individuals and communities.
Expression and language	<ul style="list-style-type: none"> ● explain how some forms of religious expression are used differently by individuals and communities 	<ul style="list-style-type: none"> ● compare the different ways in which people of faith communities express their faith
Identity and experience	<ul style="list-style-type: none"> ● make informed responses to questions of identity and experience in the light of their learning 	<ul style="list-style-type: none"> ● discuss and express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths.
Meaning and purpose	<ul style="list-style-type: none"> ● make informed responses to questions of meaning and purpose in the light of their learning 	<ul style="list-style-type: none"> ● express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths.

Values and commitments	<ul style="list-style-type: none"> ● make informed responses to people's values and commitments (including religious ones) in the light of their learning 	<ul style="list-style-type: none"> ● make informed responses to people's values and commitments (including religious ones) in the light of their learning They will use different techniques to reflect deeply
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Learning Outcomes Years 5 & 6

	<ul style="list-style-type: none"> ● Explain how some teachings and beliefs are shared between religions. ● Explain how religious beliefs shape the lives of individuals and communities. ● Explain the practices and lifestyles involved in belonging to a faith community. ● Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles. ● Show an understanding of the role of a spiritual leader. ● Explain some of the different ways that individuals show their beliefs. ● Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings. ● Explain their own ideas about the answers to ultimate questions. ● Explain why their own answers to ultimate questions may differ from those of others. ● Explain why different religious communities or individuals may have a different view of what is right and wrong. ● Show an awareness of morals and right and wrong beyond rules (i.e. wanting to act in a certain way despite rules). ● Express their own values and remain respectful of those with different values.
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Core Knowledge Years 5&6

Term 1	<ul style="list-style-type: none"> ● The gospel contains the teachings and stories of Jesus. ● The teachings from the gospel are good news for Christians. ● Christians follow the teachings of Jesus.
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Term 2	<ul style="list-style-type: none">● Important teachings were passed from Allah to the Prophet Muhammed.● Important teachings are recorded in the Qur'an.● Hafiz is a Muslim who knows the Qur'an by heart.
Term 3	<ul style="list-style-type: none">● Hindus believe there are different pathways to be united with God.● The Gita is a Hindu scripture.● Some Hindus read from the Gita everyday for advice and comfort.
Term 4	<ul style="list-style-type: none">● The Torah is the Jewish holy book.● The burning bush story represents God's eternal light.● Shabbat is the Jewish day of rest.
Term 5	<ul style="list-style-type: none">● Eucharist is a ritual commemorating Jesus's last supper with his disciples.● Know that there are different accounts of the Last Supper written by different people.● Eucharist is also know as Holy Communion.
Term 6	<ul style="list-style-type: none">● Buddhists believe people have the ability to become enlightened like the Buddha, if they follow his teachings.● The Eightfold Path is a way of overcoming suffering.● Buddhists believe that meditation is important in giving you a sense of calm.