**St John the Evangelist C.E. (Aided) Primary School**

**Progression of Knowledge and Skills in R.E.**

Our school RE curriculum is based on the Chester Diocesan Guidance which fulfils all legal requirements and embodies the RE Statement of Entitlement from the Church of England Education Office 2019. The school’s scheme of work is organised as a two year rolling programme and ensures that there is continuity and progression for pupils and opportunities for assessment.

The faiths taught at St. John’s: EYFS pupils explore Christianity, KS1 children study Christianity and Judaism and at KS2 Christianity, Hinduism (LKS2) and Islam (UKS2) are taught. Other religions and worldviews may be taught implicitly or when comparing ideas or as thematic studies.

|  |  |  |  |
| --- | --- | --- | --- |
| **EYFS** | **Christianity**  I can recall key aspects of the Christmas and Easter stories.  I can explain the Bible is the Christian’s holy book.  I understand that the Bible tells stories that help Christians think about God and Jesus  I can say what good news can be found in the Bible using at least one Bible story.  I can talk about who Christians say Jesus is e.g. say why they think he might be special.  I can retell at least one Bible story Jesus told using key details.  I can show how Christians might look after the world.  I can talk about how Christians describe God e.g. as creator.  I can say how Christians might show they believe in God.  I can talk about things some Christians do in church.  I can begin to show curiosity and ask questions about Christian stories.  *ELG: Understanding the World: Past and Present* Talk about the lives of the people around them and their roles in society.  *ELG: Understanding the World: People Culture and Communities* Recognise that people have different beliefs and celebrate special times in different ways. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.  *N.B. The EYFS statements above do not cover all RE studied. Additional material will be covered by schools through the ELG.* | | |
| **End of phase goal** | **Christianity** | **World Religions** | **Cross Religious/Non-Religious Viewpoints** |
| **KS1**  **(Y1/2)** | I can recognise that God, creation, incarnation, salvation, resurrection and good news are part of a bigger story found in the Bible.  I can identify at least two different types of genre from the Bible, eg story, parable.  I can retell at least 3 stories from the Bible and make a link with a concept studied. Eg good news, salvation, forgiveness.  I can give simple explanations of at least 3 biblical texts and make links with what a Christian might believe.  I can describe how a Christian shows their belief in God.  I can compare and contrast ‘infant’ and ‘believers’ baptism’, suggesting why they are important to most Christians.  I understand why a Christian might look after the world and give examples of how they might love others.  I can describe how a Christian might put their beliefs into practice in the church community. I can give at least 3 examples from the local church community. | **Judaism**  I can identify that the Torah is a holy book for Jewish people.  I understand how the rules in the Torah can guide a Jew in their lives.  I can describe and explain why the Torah is important to Jews, e.g. given by God to Jews through Moses.  I can identify ways in which the Jews show respect for the Torah.  I can retell the stories of Joseph and Moses and explain why they are important figures to Jewish people.  I can talk about how Jewish people show their love for God in their everyday lives.  I understand why Shabbat is important to some Jews.  I can describe some of the things that happen at a Synagogue. | I can raise and suggest answers to relevant questions in response to enquiries into religious/non-religious viewpoints and attempt to support answers using simple reasoning.  I can begin to talk thoughtfully with respect to a range of spiritual questions, e.g. What happens when you die? Why do people worship? What do others think about God? (Using examples from different traditions/worldviews).  I can suggest questions that might be explored.  I can talk about stories in the Bible that describe what God is like for Christians and Jews.  I can explain why some figures are important in both the Christian and Jewish traditions (e.g. Abraham, Joseph, Moses).  I can begin to show curiosity and ask questions about at least three Christian and Jewish stories. |
| **LKS2**  **(Y3/4)** | I can identify key concepts studied: God, creation, incarnation, salvation, resurrection and good news. Attempt to order them in the bigger story of the Bible.  I can identify different key features of biblical text eg parable, gospel story, gospel teaching.  I can link at least 4 of the concepts studied with more than one biblical text and explain their connection.  I can offer ideas about how some Christians might put a range of biblical texts into practice.  I can explain that most Christians see God as ‘three in one,’ (Father, Son and Holy Spirit known as the Trinity).  I can explain how the Bible is used in the by some Christians for guidance, devotion, and inspiration.  I can link together biblical texts and what some Christians might do in the wider community. I can suggest what might motivate them and give at least 5 examples.  I can make links with Christian beliefs and worship in church communities. I can give at least 3 examples from different national church communities.  I can explain how the Bible is used in the local Church by Christians for guidance, devotion, and inspiration. Compare and contrast different Christian places of worship.  I can describe and explain how Christians live their life as disciples.  Make a link between: New Testament Bible stories/teaching; examples from local/global church communities and church worship. | **Hinduism**  I can say how some Hindus describe God.  I can talk about how some Hindu families show the importance of God in their lives.  I can compare and contrast some Hindu ways of understanding family with other religious/non-religious views about family.  I can describe some of the things that happen at a Hindu Mandir (Temple).  I can say how the celebration of Diwali shows what some Hindu people understand about God.  I can outline some of the stories of Vishnu, Rama and Sita and explain their significance for many Hindu people.  I understand how a belief in reincarnation affects a Hindu person’s life. | I can raise questions about the concepts, biblical texts and practice in Christian communities studied and suggest answers to puzzling questions.  I can compare and contrast other religious and non-religious ceremonies.  I can ask simple questions about the decisions people make and suggest what might happen as a result of different decisions.  I can make simple connections between questions, beliefs, and answers.  I can identify the impact of religious/non-religious groups and individuals on society past and present.  I can raise relevant questions in response to material studied and suggest answers using reasons to support my views.  I can make reflective links between my own experiences and material studied |
| **UKS2**  **(Y5/6)** | I can identify at least 8 concepts studied and explain their context in God’s bigger plan to save humankind which can be seen in the Bible (e.g. forgiveness, salvation, resurrection).  I can connect key biblical texts with all the concepts studied and make links to everyday Christian life.  I can give examples of at least 5 different texts and explain their different key features (e.g parables, miracles, teaching)  I can talk about how the Church’s teaching on ‘The Kingdom of God’ influences the lives of believers to make an impact in today’s world.  I can explain the roles of ‘Father, Son and Holy Spirit’ (Trinity) in some Christian views of God. (Use examples from different Christian viewpoints) I can describe why many Christians say Jesus is the ‘Son of God’; the ‘Christ’ and both ‘God and man’.  I can compare my own ideas about a range of biblical texts and what they might mean to some Christians.  I can compare different ways Christians might respond to the same biblical teaching. I can show arguments for and against acting in a certain way. I can draw my own conclusions.  I can connect biblical text, beliefs and way of life and explain how they work together in a Christian’s life. I can give at least 3 examples from different church communities globally.  I can analyse how diverse expressions of Christian worship can reinforce faith and belief. | **Islam**  I can talk about what some Muslims say God is like.  I can explain how Muslims describe Allah, e.g. using 99 names.  I know Muslims believe Muhammad (pbuh) to be a ‘messenger of ‘God’, (Prophet of God).  I can explain and assess how all Muslims are part of the ‘Ummah’ by showing how the Five Pillars enable most Muslims to have peace with God.  I can recognise a Qur’an and identify it with Islam. I can explain how and why Muslims treat it with respect and many Muslims believe it to be the exact words of ‘Allah’ (God).  I can recognise similarities and differences between different mosques and analyse how the main features of a mosque explain Muslim key beliefs.  I can say how a mosque shows how important community is to some Muslims.  I can discuss how Muslims show community is important in practice.  I can explain how some Muslim organisations help people in need.  I can make a link between two Muslim artefacts (e.g. Qur’an stand and Prayer mat). | I can compare different ideas from texts studied and justify my own ideas giving reasons for conclusions drawn. E.g. Does science disprove creation?  I can outline, compare and contrast key Christian, Jewish, Hindu and Muslim beliefs about God and make links to other perspectives and viewpoints.  I can identify some of the reasons people believe/do not believe in God.( eg Atheism/Agnosticism)  I can compare and contrast what motivates people of a religious faith and a non-religious belief to work together to impact the UK and the wider world through environmental and global charities, eg Islamic Aid, Christian Aid.  I can investigate by gathering, selecting, organising, or refining questions and ideas about religion/non-religious viewpoints. (eg examine role of art and music in religious expression or life after death.)  I can suggest lines of enquiry and plan investigations into religious/non-religious viewpoints.eg creation, marriage. |