



RELIGIOUS EDUCATION SKILLS AND PROGRESSION

RE at St. Wilfrid's is taught using the Nottinghamshire Agreed Syllabus as well as units from Understanding Christianity to ensure a broad and balanced curriculum, allowing knowledge to be built on through a spiral curriculum to ensure depth of understanding.

Understanding Christianity

	End of FS2	End of KS 1	End of Lower KS2	End of Upper KS2
God	<p>Children will know that:</p> <ul style="list-style-type: none"> • The word God is a name. • Christians believe God is Creator of the universe. • Christians believe God made our wonderful world and so we should look after it. 	<p>Pupils will know that:</p> <ul style="list-style-type: none"> • Christians believe in God, and that they find out about God in the Bible. • Christians believe God is loving, kind, fair and also Lord and King; and there are some stories that show this. • Christians worship God and try to live in ways that please him. 	<p>Pupils will know that:</p> <ul style="list-style-type: none"> • Christians believe God is Trinity: Father, Son and Holy Spirit (see Incarnation). • Jesus the Son is seen by Christians as revealing what God the Father is like. They believe he promises to stay with them and Bible stories show how God keeps his promises. • Christians find that understanding God is challenging; people spend their whole lives learning more and more about God. • Christians really want to try to understand God better and so try to describe God using symbols, similes and metaphors, in song, story, poems and art. 	<p>Pupils will know that:</p> <ul style="list-style-type: none"> • Christians believe God is omnipotent, omniscient and eternal, and that this means God is worth worshipping. • Christians believe God is both holy and loving, and Christians have to balance ideas of God being angered by sin and injustice (see Fall) but also being loving, forgiving, and full of grace. • Christians believe God loves people so much that Jesus was born, lived, was crucified and rose again to show God's love. • Christians do not all agree about what God is like, but try to follow his path, as they see it in the Bible or through Church teaching. • Christians believe getting to know God is like getting to know a person rather than learning information.
Creation	<p>Children will know that:</p> <ul style="list-style-type: none"> • The word God is a name. • Christians believe God is Creator of the universe. • Christians believe God made our wonderful world and so we should look after it. 	<p>Pupils will know that Christians believe:</p> <ul style="list-style-type: none"> • God created the universe. • The Earth and everything in it are important to God. • God has a unique relationship with human beings as their Creator and Sustainer. • Humans should care for the world because it belongs to God. 	<p>Pupils will know that Christians believe:</p> <ul style="list-style-type: none"> • God the Creator cares for the creation, including human beings. • As human beings are part of God's good creation, they do best when they listen to God. • The Bible tells a story (in Genesis 3) about how humans spoiled their friendship with God (sometimes called 'the Fall'). • This means that humans cannot get close to God without God's help. • The Bible shows that God wants to help people to be close to him — he keeps his relationship with them, gives them guidelines on good ways to live (such as the Ten Commandments), and offers forgiveness even when they keep on falling short. • Christians show that they want to be close to God too, through obedience and worship, which includes saying sorry for falling short. 	<p>Pupils will know that:</p> <ul style="list-style-type: none"> • There is much debate and some controversy around the relationship between the accounts of creation in Genesis and contemporary scientific accounts. • These debates and controversies relate to the purpose and interpretation of the texts. For example, does reading Genesis as a poetic account conflict with scientific accounts? • There are many scientists throughout history and now who are Christians. • The discoveries of science make Christians wonder even more about the power and majesty of the Creator.

Incarnation	<p>Children will know that:</p> <ul style="list-style-type: none"> • Christians believe God came to Earth in human form as Jesus. • Christians believe Jesus came to show that all people are precious and special to God. 	<p>Pupils will know that:</p> <ul style="list-style-type: none"> • Christians believe that Jesus is God and that he was born as a baby in Bethlehem. • The Bible points out that his birth showed that he was extraordinary (for example, he is worshipped as a king, in Matthew) and that he came to bring good news (for example, to the poor, in Luke). • Christians celebrate Jesus' birth, and Advent for Christians is a time for getting ready for Jesus' coming. 	<p>Pupils will know that:</p> <ul style="list-style-type: none"> • Christians believe Jesus is one of the three persons of the Trinity: God the Father, God the Son and God the Holy Spirit. • Christians believe the Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers. • Christians worship God as Trinity. It is a huge idea to grasp, and Christians have created art to help to express this belief. • Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus. 	<p>Pupils will know that:</p> <ul style="list-style-type: none"> • Jesus was Jewish. • Christians believe Jesus is God in the flesh. • They believe that his birth, life, death and resurrection were part of a longer plan by God to restore the relationship between humans and God. • The Old Testament talks about a 'rescuer' or 'anointed one' — a messiah. Some texts talk about what this 'messiah' would be like. • Christians believe that Jesus fulfilled these expectations, and that he is the Messiah. (Jewish people do not think Jesus is the Messiah.) • Christians see Jesus as their Saviour (see Salvation).
Salvation	<p>Children will know that:</p> <ul style="list-style-type: none"> • Christians remember Jesus' last week at Easter. • Jesus' name means 'He saves'. • Christians believe Jesus came to show God's love. • Christians try to show love to others. 	<p>Pupils will know that:</p> <ul style="list-style-type: none"> • Easter is very important in the 'big story' of the Bible. Jesus showed that he was willing to forgive all people, even for putting him on the cross. • Christians believe Jesus builds a bridge between God and humans. • Christians believe Jesus rose from the dead, giving people hope of a new life. 	<p>Pupils will know that:</p> <ul style="list-style-type: none"> • Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection. • The various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to earth to do. • Christians today trust that Jesus really did rise from the dead, and so is still alive today. • Christians remember and celebrate Jesus' last week, death and resurrection. 	<p>Pupils will know that:</p> <ul style="list-style-type: none"> • Christians read the 'big story' of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans' relationship with God. • The Gospels give accounts of Jesus' death and resurrection. • The New Testament says that Jesus' death was somehow 'for us'. • Christians interpret this in a variety of ways: for example, as a sacrifice for sin; as a victory over sin, death and the devil; paying the punishment as a substitute for everyone's sins; rescuing the lost and leading them to God; leading from darkness to light, from slavery to freedom. • Christians remember Jesus' sacrifice through the service of Holy Communion (also called the Lord's Supper, the Eucharist or the Mass). • Belief in Jesus' resurrection confirms to Christians that Jesus is the incarnate Son of God, but also that death is not the end. • This belief gives Christians hope for life with God, starting now and continuing in a new life (heaven). • Christians believe that Jesus calls them to sacrifice their own needs to the needs of others, and some are prepared to die for others and for their faith.

<p>Kingdom of God</p>			<p>Pupils will know that:</p> <ul style="list-style-type: none">• Jesus told many parables about the Kingdom of God. These suggest that God’s rule has begun, through the life, teaching and example of Jesus, and subsequently through the lives of Christians who live in obedience to God.• The parables suggest that there will be a future Kingdom, where God’s reign will be complete.• The Kingdom is compared to a feast where all are invited to join in. Not everyone chooses to do so.• Many Christians try to extend the Kingdom of God by challenging unjust social structures in their locality and in the world.	<p>Pupils will know that:</p> <ul style="list-style-type: none">• Christians believe that Jesus inaugurated the ‘Kingdom of God’ — i.e. Jesus’ whole life was a demonstration of his belief that God is king, not just in heaven but here and now. (‘Your kingdom come, your will be done on earth as it is in heaven’.)• Christians believe Jesus is still alive, rules in their hearts and lives through the Holy Spirit, if they let him.• Christians believe that after Jesus returned to be with God the Father, he sent the Holy Spirit at Pentecost to help the Church to make Jesus’ invisible Kingdom visible by living lives that reflect the love of God.• Christians celebrate Pentecost, as the beginning of the Church.• Staying connected to Jesus means that the fruit of the Spirit can grow in the lives of Christians.
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Gospel		<p>Pupils will know that:</p> <ul style="list-style-type: none"> • Christians believe Jesus brings good news for all people. • For Christians, this good news includes being loved by God, and being forgiven for bad things. • Christians believe Jesus is a friend to the poor and friendless. • Christians believe Jesus' teachings make people think hard about how to live and show them the right way. 	<p>Pupils will know that:</p> <ul style="list-style-type: none"> • Christians believe Jesus challenges everyone about how to live — he sets the example for loving God and your neighbour, putting others first. • Christians believe Jesus challenges people who pretend to be good (hypocrisy) and shows love and forgiveness to unlikely people. • Christians believe Jesus' life shows what it means to love God (his Father) and love your neighbour. • Christians try to be like Jesus — they want to know him better and better. • Christians try to put his teaching and example into practice in lots of ways, from church worship to social justice. 	<p>Pupils will know that:</p> <ul style="list-style-type: none"> • Christians believe the good news is not just about setting an example for good behaviour and challenging bad behaviour: it is that Jesus offers a way to heal the damage done by human sin. • Christians see that Jesus' teachings and example cut across expectations — the Sermon on the Mount is an example of this, where Jesus' values favour serving the weak and vulnerable, not making people comfortable. • Christians believe that Jesus' good news not only transforms lives now, but also points toward a restored, transformed life in the future. (See Salvation and Kingdom of God). • Christians believe that they should bring this good news to life in the world in different ways, within their church family, in their personal lives, with family, with their neighbours, in the local, national and global community.
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Nottinghamshire Agreed Syllabus Progression

	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Know and understand religions and worldviews	<ul style="list-style-type: none"> Understand that I am a valuable individual. Think about the perspectives of others. Name and describe people who are familiar to them. Understand that some places are special to members of their community. 	<ul style="list-style-type: none"> Recall and name key figures in the stories of Jesus. Recall the name of religious festivals, objects and symbols. Retell a story that lies behind a festival. Suggest a meaning for an object used in the worship of a festival. Suggest a meaning for a symbol, song or artefact from Judaism and Christianity. Recall and name key objects from a church and a synagogue. 	<ul style="list-style-type: none"> Recall and name key figures in stories studied and explain what they did. Recognise what is meant by describing Moses as a great leader, or Peter as a Saint, giving examples of their leadership. Recognise that different people see different meanings in stories. Recall and name some key words about Jewish beliefs. Suggest some reasons why it matters to people to belong in a community. 	<ul style="list-style-type: none"> Describe what Christians do at two different festivals. Connect the celebrations to Bible texts and to beliefs about God. Describe how Muslims and Christians pray. Connect ideas and beliefs to what people in these two religions do. Describe 4 key features of each of three religious buildings, a Mosque, Mandir and Church. Connect the key features of the buildings with beliefs about God in each religion. Connect the idea of inspirational leaders to stories learnt. 	<ul style="list-style-type: none"> Describe 4 different beliefs about life after death. Show understanding of why life is like a journey. Connect at least two view points studied with texts from different religions. Describe some religious beliefs that underlie the practice of pilgrimages in at least two religions. Describe Hindu beliefs about the gods and goddesses. Show an understanding of what happens at Hindu worship in the home or Mandir. 	<ul style="list-style-type: none"> Show understanding of how inspirational leaders are examples of their religious' ideals. Connect two examples from different worldviews, identifying what they have in common. Show understanding of what matters to Christians. Explain the main beliefs of Muslims and Hindus about God. Show understanding of why the worship of Allah/Brahman matters to Muslims and Hindus. Explain beliefs about the value of sacred space and holy buildings to believers in at least two religions. 	<ul style="list-style-type: none"> Explain the impact of beliefs about sacred writings, God and values. Explain two viewpoints about why people need wise words to follow. Explain the impact of beliefs about communities on people from different religions. Connect at least two viewpoints about whether our communities can be more harmonious to teachings from religious sacred texts. Explain the impact of beliefs on people's lives. Show understanding of a story of Nazi hatred. Explain ways in which Jewish people responded to the prejudice and hatred of the Nazis.

Express ideas and insights of religions and worldviews

FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Talk about the lives of the people around them and their roles in society. • Understand the past through settings, characters and events encountered in books read in class and storytelling. 	<ul style="list-style-type: none"> • Ask questions about the meaning of the festival and listen to answers. Respond to some of the experiences and emotions of festivals. • Ask questions about how we show we care for others. • Respond to ideas and values such as care, kindness and generosity with simple ideas of their own. • Ask questions about 'Jesus' special powers'. • Ask questions about what happens and why in holy buildings. • Recount a visit to a holy building. 	<ul style="list-style-type: none"> • Ask questions about leadership and suggest answers. • Ask questions about God. Ask questions about Christenings and Believer's Baptism. • Recount how a baby or young adult is welcomed into the Christian community. • Ask questions about stories studied and suggest ideas. • Respond to big ideas and beliefs in stories. 	<ul style="list-style-type: none"> • Ask and answer questions about prayer in Islam and Christianity. • Respond thoughtfully to beliefs and ideas about prayer. • Ask and answer questions about at least three different ways the religious buildings are used by the different communities. • Ask and answer questions about leadership and inspiration, using details from stories they learned. • Express their ideas about who is inspiring and why. 	<ul style="list-style-type: none"> • Consider varied answers to questions about life as a journey and about afterlife. Express reasons why they hold their own views about life after death. • Consider varied questions about the purpose of going on pilgrimages. • Respond with thoughtful ideas of to the ways Hindus celebrate. • Express some deeper meanings of festivals studied giving reasons why particular rituals are important to Hindus. 	<ul style="list-style-type: none"> • Consider varied questions about what makes a person inspiring. • Explain ideas thoughtfully about the inspiring leaders studied. • Consider varied answers to questions about God. • Explain the value of worship and holy buildings and charity and compassion. • Clearly express reasons why some religious people believe that worship makes them even more charitable. 	<ul style="list-style-type: none"> • Consider varied answers to questions about the value of holy writings and other sources of wisdom. • Explain thoughtfully ideas about wise words, selecting examples and clearly expressing reasons for my choices. • Consider varied answers to questions about building peaceful families and communities. • Explain thoughtfully ideas about communities, why they matter and how they can become stronger. • Consider varied answers about justice, fairness, human rights and environment. • Consider varied answers to questions about suffering and God. • Explain why it is important to remember examples of hatred and prejudice.

	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Gain and deploy skills to engage with religions and worldviews	<ul style="list-style-type: none"> Recognise that people have different beliefs and celebrate special times in different ways. Show sensitivity to their own and others' needs. Know some similarities and differences between different religious and cultural communities in this country, drawing on their own experiences and what has been read in class. 	<ul style="list-style-type: none"> Express an idea of their own about why festivals and celebrations matter. Give an example of a big day in their own life and talk about why what made it special. Express an idea of their own about a religious story of caring. Give an example of how a person can show their values. Give an example of a belief about Jesus. Find out more about Jesus, inferring a simple idea from a story. Express an idea of their own about why some people go to holy buildings. Give an example of a sacred space outdoors. Talk about their own ideas of sacred spaces. 	<ul style="list-style-type: none"> Express an idea about their own leadership, linking it to the stories they have learned. Give an example of a great leader. Express an idea about their own God. Find out more about Jewish beliefs and ways of talking about God. Express an idea of their own belonging to God and discuss the importance of this for themselves and for Christians. Give an example of their own community life and identify what matters. Explain what they like about belonging. Give at least 2 examples of Bible characters, saying who got it wrong and say what happened in the story. 	<ul style="list-style-type: none"> Consider ideas such as generosity, community and love - in action. Discuss questions about prayer that come up in the study. List similarities between the two ways of prayer in Christianity and Islam. Consider ideas about what makes buildings special to others. Explore questions about holy buildings. Consider ideas such as 'patriarch' or 'messiah' and understand what these words mean. List similarities between the key leaders studied. 	<ul style="list-style-type: none"> Explain similarities between Hindu, Christian, Muslim and Humanist ideas about the purposes of life and life after death. Apply the ideas of spiritual journeys for themselves. Explain similarities and differences between varied approaches to pilgrimage from different religions and world views. Explain similarities and differences between two Hindu festivals. Explain the similarities between a 'big day' they celebrate and Hindu festivals. 	<ul style="list-style-type: none"> Apply ideas of inspiration for themselves to stories of leaders. Explain what matters about the lives of inspirational leaders. Understand and express what matters about worshipping God to Muslims Explain what matters about worshipping gods and goddesses to Hindus. Apply the ideas of worship and service to the key questions about Beliefs in Action. 	<ul style="list-style-type: none"> Apply the idea of 'words of wisdom' for themselves, selecting examples and explaining them. Explain similarities and differences between holy books or the writings from two different religions. Apply the ideas of tolerance and respect to some tensions or problems in community relations. Explain what matters about peace, respect and harmony to them and in their community. Apply the idea of justice to at least two case studies. Explain similarities and differences between two global aid charities. Apply the ideas of respect, harmony and goodness to the lives of those who rejected Nazi ideas. Explain what matters about the remembrance of those who died and those who survived.

Nottinghamshire Agreed Syllabus Vocabulary Progression

	End of FS2	End of KS1	End of Lower KS2	End of Upper KS2
The general language of religious study.	Religion, special books, special places, special stories, prayer	Religion, celebration, festival, symbol, thankful, faith, belief, wise saying, rules for living, co-operation, belonging, worship, holiness, sacred, creation story.	Religion, spiritual, commitment, values, prayer, pilgrim, pilgrimage, ritual, symbol, community, worship, devotion, belief, life after death, destiny, soul, inspiration, rolemodel.	Religion, harmony, respect, justice, faith, inter-faith, tolerance, moral values, religious plurality, moral codes, holiness, spiritual, inspiration, vision, symbol, community, values, sources of wisdom, spirituality, Golden Rule, charity, place of worship, sacred text, devotion, prayer, worship, compassion.
Christianity	Christmas, Bible, Church, Jesus	Christian, God, Creator, Easter, Jesus, church, altar, font, Bible, gospel.	Christian, Christmas, Easter, Pentecost, Harvest, Festival, Messiah, liturgy, church, Gospel, Jesus, Holy Spirit God Creator, Trinity, Heaven	Christian, Jesus, Bible, Gospel, Letters of Saint Paul, Trinity, Incarnation, Holy Spirit, resurrection, Christmas, Easter, Pentecost, Eucharist, agape
Judaism	Moses, Passover, Torah, Synagogue	Jewish, synagogue, Torah, bimah, Hanukkah, Ark, Judaism, shabbat.	Jewish, Judaism, Moses, Exodus, Law-giver, Ten Commandments, Star of David, Passover, Pesach, Shabbat	Judaism, Jewish, Torah, Shabbat, Pesach, Hanukkah, Ten Commandments, persecution, prejudice, Beth Shalom, remembrance
Islam	Allah, Prophet Mohammad, Qur'an, Mosque	Muslim, Islam, Allah, Prophet, mosque, Eid, Qur'an, moon and star	Muslim, Islam, Allah, Prophet, mosque, Qur'an, moon and star, paradise.	Muslim, Allah, Prophethood, Ummah, 5 Pillars, Prophet Muhammad, Iman (faith) akhlaq (character of moral conduct) Qur'an Hadith, Mosque, Hajj
Hinduism			Hindu, mandir, murtis, gods and goddesses, Divali, Aum	Hindu, Ashima, karma, dharma, murtis, Brahman, mandir, gods and goddesses, shrines, Mahatma
Non-religious world views	Non-religious	Humanist, Golden Rule, non-religious.	Humanist, Golden Rule, non-religious, spiritual but not religious, atheist.	Atheist, agonistic, Humanist, rationalist, Golden Rule, 'spiritual but not religious'

