



Kessingland Church of England Primary Academy
Religious Education: Knowledge and Skills Progression



End Points		Key Concepts		
Theology	Pupils will have the ability to ask questions that BELIEVERS would ask. Explore questions and answers that arise from religions and worldviews through a range of religious texts and sources of authority.	Texts and sources of authority	Beliefs about God	How beliefs relate to each other
Human/ Social Sciences	Pupils will have the ability to THINK through LIVING. Explore questions and answers that relate to how religion and worldviews impact on believers' daily lives.	Practice and expression of Belief		
Philosophy	Pupils will have the ability to ask questions that THINKERS would ask and think like philosophers. Explore questions and answers by considering the nature of knowledge, existence and morality.	Questions about knowledge, meaning and existence	Morality – right and wrong, good and evil	

Domains of knowledge: Theology

Theology	Pupils will have the ability to ask questions that BELIEVERS would ask. Explore Questions and answers that arise from religions and worldviews through a range of religious texts and sources of authority.	Texts and Sources of Authority	How Beliefs relate to each other	Beliefs about God
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	EYFS	KS1	LKS2	UKS2
Texts and Sources of Authority	<p>The Bible contains religious stories about God.</p> <p>The Bible is an important book for Christians.</p>	<p>Christians believe in God, and that they find out about God in the Bible.</p> <p>Christians believe Jesus' teachings make people think hard about how to live and show them the right way.</p> <p>Christians believe there are stories that show God is loving, kind, fair and also Lord and King.</p> <p>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).</p> <p>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.</p> <p>Pupils will be able to retell the story of Rama and Sita and explain its significance for Hindus.</p> <p>Know the story of Hanukah and the symbolism behind the Hannukah.</p> <p>Hindus have many special books.</p> <p>The Torah is important for the Jewish community.</p>	<p>Christians believe God promises to stay with them and Bible stories show how God keeps his promises.</p> <p>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> <p>The Bible tells a story (in Genesis 3) about how humans spoiled their friendship with God (sometimes called 'the Fall').</p> <p>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.</p> <p>The Old Testament tells the story of a particular group of people, the children of Israel — known as the People of God — and their relationship with God.</p> <p>The Old Testament narrative explains that the People of God are meant to show the benefits of having a relationship with God and to attract all other nations to worshipping God.</p> <p>The various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to earth to do.</p> <p>The Qu'ran is a supreme source of authority for Muslims and contains the actual words of God.</p> <p>The existence of God is explained in Muslim teachings.</p>	<p>The debates and controversies of Creation relate to the purpose and interpretation of the texts. For example, does reading Genesis as a poetic account conflict with scientific accounts?</p> <p>The Old Testament pieces together the story of the people of God. As their circumstances change (for example, from being nomads (Abraham, Jacob) to being city dwellers (David)), they have to learn new ways of following God.</p> <p>The story of Moses and the Exodus shows how God rescued his people from slavery in Egypt; Christians see this story as looking forward to how Jesus' death and resurrection also rescue people from slavery to sin.</p> <p>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.</p> <p>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.</p> <p>The Gospels give accounts of Jesus' death and resurrection. The New Testament says that Jesus' death was somehow 'for us'.</p> <p>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.</p> <p>The Bhagavad Gita is an important Hindu text because in it Krishna, who they see as divine, tells them the right ways to live.</p>

<p>How beliefs relate to each other – similarities and differences</p>	<p>Different people have different beliefs and ideas.</p>	<p>Jewish people and Christians both believe that God created the world.</p> <p>Light is an important symbol for many different religions.</p> <p>Hindus live with very different ideas of God, but see each as part of something much bigger.</p> <p>A philosophical question will lead to different answers and ideas and individuals decide if a reason or argument based on a religion or belief makes sense to them.</p>	<p>Christians believe God is Trinity: Father, Son and Holy Spirit (see Incarnation).</p> <p>Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection.</p> <p>Many different faiths including Judaism, Christianity and Humanism all have a similar 'Golden Rule'.</p> <p>Jewish people, Christians and Sikhs all have rites of passage that show they belong to their community.</p>	<p>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.</p> <p>Not everyone believes that God exists.</p> <p>There is much debate and some controversy around the relationship between the accounts of creation in Genesis and contemporary scientific accounts. There are many scientists throughout history and now who are Christians.</p> <p>Christians believe Jesus is one of the three persons of the Trinity: God the Father, God the Son and God the Holy Spirit.</p> <p>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).</p> <p>Christians interpret Salvation 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.</p> <p>Muslims and Christians both believe they are judged on their 'Good deeds' and 'Bad deeds'. Humanists believe nothing happens after death and the importance of 'living life to the full'.</p> <p>Humanists believe nothing happens after death and the importance of 'living life to the full'.</p>
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<p>Beliefs about God</p>	<p>Christians believe God came to Earth in human form as Jesus.</p> <p>Christians believe Jesus came to show that all people are precious and special to God.</p> <p>Jesus' name means 'He saves'.</p> <p>Christians believe Jesus came to show God's love.</p>	<p>Christians believe God is loving, kind, fair and also Lord and king; and there are some stories that show this.</p> <p>God has a unique relationship with human beings as their Creator and Sustainer. The Earth and everything in it are important to God.</p> <p>Christians believe that Jesus is God and that he was born as a baby in Bethlehem.</p> <p>Christians believe Jesus brings good news for all people. This good news includes being loved by God, and being forgiven for bad things.</p> <p>Christians believe Jesus is a friend to the poor and friendless.</p> <p>Christians believe Jesus builds a bridge between God and humans.</p> <p>Christians believe Jesus rose from the dead, giving people hope of a new life.</p> <p>Hindus believe there is no single founder. Hindus follow spiritual teachers of Gurus who help them think about God in many different ways.</p> <p>Hindus believe in one Supreme Being or life principle underlying the universe (Brahman) approached through chosen deities.</p> <p>All living beings are connected to this Supreme Being (Atman).</p>	<p>Jesus the Son is seen by Christians as revealing what God the Father is like. Christians believe that, through Jesus, all people can become the People of God.</p> <p>God the Creator cares for the creation, including human beings.</p> <p>Christians believe the Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers.</p> <p>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> <p>Christians believe Jesus challenges everyone about how to live — he sets the example for loving God and your neighbour, putting others first.</p> <p>Christians believe Jesus challenges people who pretend to be good (hypocrisy) and shows love and forgiveness to unlikely people.</p> <p>Christians believe Jesus' life shows what it means to love God (his Father) and love your neighbour.</p> <p>Christians today trust that Jesus really did rise from the dead, and so is still alive today. He rules in their hearts and lives through the Holy Spirit, if they let him.</p> <p>Christians worship God as Trinity. It is a huge idea to grasp, and Christians have created art to help to express this belief.</p> <p>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'.)</p> <p>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.</p> <p>Allah is unique, he alone created the universe. He controls it all that happens in it.</p> <p>Sikhs believe God is supreme truth, ultimate reality and sustainer of all things.</p>	<p>Christians believe God is omnipotent, omniscient and eternal, and that this means God is worth worshipping.</p> <p>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.</p> <p>Christians believe God loves people so much that Jesus was born, lived, was crucified and rose again to show God's love.</p> <p>Christians believe getting to know God is like getting to know a person, rather than learning information.</p> <p>Christians believe the Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers.</p> <p>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> <p>Christians worship God as Trinity. It is a huge idea to grasp and Christians have created art to help to express this belief.</p> <p>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.</p> <p>The belief in God's 'one-ness' is central to Muslim belief — the concept of Tawhid.</p>
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Age-related expectations showing Key Stages 1-2 Diocese of Norwich schools and academies

Theology	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
A. Where beliefs come from	Give a clear, simple account of at least one narrative, story or important text used by at least one religion or worldview	Retell a narrative, story or important text from at least one religion or worldview and recognise a link with a belief Recognise different types of writing from within one text	Show awareness of different sources of authority ¹ and how they link with beliefs. Identify different types of writing and give an example of how a believer might interpret a source of authority	Identify different sources of authority and how they link with beliefs. Give examples of different writings and different ways in which believers interpret sources of authority	Describe different sources of authority and how they link with beliefs. Describe a range of different interpretations of sources of authority and consider the reliability of these sources for a group of believers.	Explain different sources of authority and the connections with beliefs. Begin to discuss the reliability and authenticity of texts that are authoritative for a group of believers.
	N/A	N/A	Recognise that beliefs are influenced by events in the past and present	Identify events in history and society which have influenced some religious and non-religious worldviews	Describe how events in history and society have influenced some religious and non-religious worldviews	Explain how events in history and society have influenced some religious and non-religious worldviews
C. How beliefs relate to each other	Recognise that narratives, stories and texts used by at least one religion or worldview contain beliefs.	Recognise that some beliefs connect together and begin to talk about these connections.	Identify some links between beliefs being studied within a religion or worldview. Show awareness of some of the similarities and differences between and within religions and worldviews.	Make clear links between different beliefs being studied within a religion or worldview. Identify some of the similarities and differences between and within religions and worldviews	Describe the connections between different beliefs being studied and link them to sources of authority Describe some of the key theological similarities and differences between and within religions and worldviews	Explain connections between different beliefs being studied and link them to sources of authority using theological terms Explain the key theological similarities and differences between and within religions and worldviews
D. How beliefs shape the way believers see the world and each other	Give an example of how _____ ² use beliefs to guide their daily lives	Give different examples of how _____ beliefs influence daily life	Recognise ways in which beliefs might make a _____ think about how they live their life, how they see the world in which they live and how they view others	Identify ways in which beliefs might make a _____ think about how they live their life, how they see the world in which they live and how they view others	Describe ways in which beliefs shape the way _____ view the world in which they live and how they view others	Explain and discuss how beliefs shape the way _____ view the world in which they live and how they view others

Domains of knowledge: Human and Social Sciences

Human/ Social Sciences	Pupils will have the ability to THINK through LIVING. Explore questions and answers that relate to how religion and worldviews impact on believers daily lives.	Practice and Expression of Belief
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Practice and Expression of Belief	<p>Christians remember Jesus' last week at Easter.</p> <p>Christians try to show love to others.</p> <p>Christians worship God in a church. There are special features used in worship.</p>	<p>Christians worship God and try to live in ways that please him.</p> <p>Humans should care for the world because it belongs to God.</p> <p>Christians celebrate Jesus' birth, and Advent for Christians is a time for getting ready for Jesus' coming.</p> <p>Shabbat is an important celebration for Jewish people and lighting the Shabbat candle is an important part of that.</p> <p>Hindus celebrate Diwali to celebrate light triumphing darkness and good over evil.</p> <p>Hindus believe that to have the best experience of worshipping God, it's good to use as many senses as possible.</p> <p>Puja is worshipping God at a Hindu Shrine, this could be at home or in a Mandir.</p>	<p>Christians find that understanding God is challenging; people spend their whole lives learning more and more about God.</p> <p>As human beings are part of God's good creation, they do best when they listen to God.</p> <p>Christians show that they want to be close to God too, through obedience and worship, which includes saying sorry for falling short.</p> <p>The People of God try to live in the way God wants, following his commands and worshipping him.</p> <p>Christians try to be like Jesus — they want to know him better and better.</p> <p>Christians try to put his teaching and example into practice in lots of ways, from church worship to social justice.</p> <p>Christians remember and celebrate Jesus' last week, death and resurrection.</p> <p>Christians celebrate Pentecost, as the beginning of the Church.</p> <p>Staying connected to Jesus means that the fruit of the Spirit can grow in the lives of Christians.</p> <p>For Jewish people, prayer is an important part of everyday life. Jewish families pray at home and the synagogue. They attend the synagogue as part of Shabbat celebrations.</p> <p>The mosque is a place of worship for Muslims.</p> <p>The five pillars of Islam: Shahadah, Salah, Sawm, Zakah and Hajj help shape the way a Muslim lives their life.</p> <p>A Muslim submits to one God Allah and this is shown in the way a Muslim prays.</p>	<p>Christians live today by trying to serve God and to bring freedom to others: for example, loving others, caring for them, bringing health, food, justice, and telling the story of Jesus.</p> <p>Christians see the Christian Church as part of the ongoing story of the People of God, and try to live in a way that attracts others to God: for example, as salt and light in the world.</p> <p>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 and in the local, national and global community.,</p> <p>Christians remember Jesus' sacrifice through the service of Holy Communion (also called the Lord's Supper, the Eucharist or Mass).</p> <p>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> <p>Many Christians try to extend the Kingdom of God by challenging unjust social structures in their locality and in the world.</p> <p>A baptism is a Christian rite of passage and part of belonging to the Christian faith.</p> <p>A Bar and Bat Mitzvah shapes the religious identity of people in the Jewish community and is an important rite of passage.</p> <p>Jewish people believe that the Ten Commandments show them how to live and the Golden Rule is 'What is hateful to you, do not do to your neighbour'.</p> <p>Bhakti is one of the pathways Hindus follow to Moksha.</p>
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Human/Social Sciences	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
A. The diverse nature of religion	Recognise that people have different beliefs and that some people follow religions and others non-religious worldviews	Recognise the names of different religions, religious beliefs and worldviews and use them correctly.	Identify some of the ways people use the terms 'religion' and 'belief' when exploring religions, beliefs and worldviews.	Describe the difference between the terms 'religion' and 'belief' when exploring religions, beliefs and worldviews.	Explain the different ways in which the terms 'religion' and 'belief' are used by followers from within a religion or worldview and those from outside it. Show awareness that talking about religion and belief can be complex.	Begin to analyse and evaluate the varying use of the terms 'religion' and 'belief' by followers from within a religion or worldview and those from outside it. Recognise some areas of controversy when interpreting and explaining the nature of religion and belief.
B. Diverse ways in which people practice and express beliefs	Recognise some of the symbols, artefacts and practices used by people of different religions and beliefs in the local area	Identify evidence of religion and belief especially in the local area.	Identify some similarities and differences in how people practise and express beliefs both within and between at least two different religions/worldviews.	Describe some of the varying ways in which religions and beliefs are practised locally and nationally (both within and between religions/worldviews) with reference to at least two religions/worldviews.	Explain some of the varying ways in which religions and beliefs are practised locally and nationally (both within and between religions/worldviews) with reference to at least two different religions/worldviews.	Begin to analyse and evaluate the varying ways in which religions and beliefs are practised locally, nationally and globally (both within and between religions/worldviews) with reference to at least two different religions/worldviews.
C. The ways in which beliefs shape individual identity, and impact on communities and society and vice versa	Recognise that beliefs can have an impact on a believer's daily life, their family or local community.	Identify ways in which beliefs can have an impact on a believer's daily life, their family or local community.	Identify a range of ways in which beliefs can have an impact on a believer's daily life, their family, community and society.	Describe ways in which beliefs can impact on and influence individual lives, communities and society and show awareness of how individuals, communities and society can also shape beliefs.	Explain how beliefs impact on and influence individual lives, communities and society, and how individuals, communities and society can also shape beliefs.	Begin to analyse and evaluate how beliefs impact on, influence and change individual lives, communities and society, and how individuals, communities and society can also shape beliefs.

Domains of knowledge: Philosophy

Philosophy	Pupils will have the ability to ask questions that THINKERS would ask and think like philosophers. Explore questions and answers by considering the nature of knowledge, existence and morality.	Questions about knowledge, meaning and existence	Morality – Right and Wrong, Good and Evil
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Questions about knowledge, meaning and existence	<p>Christians believe God is Creator of the universe.</p> <p>Christians believe God made our wonderful world and so we should look after it.</p>	<p>God created the universe.</p> <p>Hindus believe time is cyclical, with humans living, dying and being re-incarnated.</p> <p>There is a difference between knowledge, belief and opinion.</p> <p>A philosophical question will lead to different answers and ideas and individuals decide if a reason or argument based on a religion or belief makes sense to them.</p>	<p>Jewish people believe that God created the world in 6 days and rested on the 7th (Shabbat).</p> <p>There are different views about the nature and existence of God e.g. God as love, God as Father, God as light, God as creator.</p> <p>There is a difference between fact and opinion and this is great for explaining the idea of belief.</p>	<p>Theists believe in God, Atheists believe in no God and agnostics cannot say if God exists or not.</p> <p>The discoveries of science make Christians wonder even more about the power and majesty of the Creator.</p> <p>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).</p> <p>The Kingdom is compared to a feast where all are invited to join in. Not everyone chooses to do so.</p> <p>Muslims believe that you have two angels on your shoulder who write down all the good and bad deeds. After death, your deeds are weighed and if you have committed more good deeds you will go to heaven on judgement day.</p> <p>Hindus believe in the idea of Reincarnation.</p> <p>The purpose for Hindus is to get to the top of the ladder and completely become one with God.</p> <p>The cycle of life if there to be broken by living a good life and one's soul going to Heaven. There is a link between the belief in reincarnation and living a good life.</p> <p>Hindus believe life is a journey towards one goal – Moksha; reunion with God.</p>
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<p>Morality – Right and Wrong, Good and Bad</p>	<p>There is a difference between right and wrong.</p>	<p>Teshuvah means ‘repentance’ – including a sense of regret, making amends and not doing those things again.</p> <p>Rosh Hashanah is the Jewish New Year and Jewish people think about what they have done wrong in preparation for Yom Kippur (Day of Atonement)</p> <p>Mitzvah is a good deed or action and means ‘commandment’.</p> <p>Caring for the world, giving Tzedakah every Shabbat and visiting the sick are all examples of Mitzvah.</p> <p>Pupils will know how the Diwali story reflects the Hindu beliefs about good and evil.</p> <p>Hindus celebrate Diwali to celebrate light triumphing darkness and good over evil.</p> <p>Humanists explore morality without believing in the presence of a supernatural being.</p> <p>Moral decisions can influence experience, family, history, culture or community (including religious communities).</p>	<p>Jewish people use the Beatitudes and Ten commandments to help them decide what is right and wrong.</p>	<p>Muslims believe they are judged on their ‘Good deeds’ and ‘Bad deeds’.</p> <p>Humanists use empathy and reason when making moral decisions rather than thinking about sin and the afterlife.</p> <p>Theologians have different understandings of right and wrong. St Augustine’s City of God argues that suffering in this life is of little consequence when considering the last judgement.</p> <p>St Augustine says that everyone is born sinful and is an important doctrine within the Roman Catholic Church.</p> <p>Utilitarianism is a theory in philosophy about right and wrong actions. The morally best action is the one that makes the most overall happiness.</p>
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Philosophy	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
A. The Nature of knowledge, meaning and existence	<p>Ask questions about the world around them and talk about these questions.</p> <p>Begin to make connections between using their senses and what they know about the world around them.</p>	<p>Talk about the questions a story or practice from a religion or worldview might make them ask about the world around them</p> <p>Talk about what people mean when they say they 'know' something.</p>	<p>Recognise that there are many different religious and non-religious answers to questions people raise about the world around them</p> <p>Talk about the difference between knowing and believing.</p>	<p>Describe different philosophical answers to questions about the world around them, including questions relating to meaning and existence</p> <p>Begin to use philosophical vocabulary when discussing issues relating to truth, reality and knowledge.</p>	<p>Explain different philosophical answers to questions about the world around them, including questions relating to meaning and existence.</p> <p>Explain some of the different ways in which philosophers understand abstract concepts.</p>	<p>Begin to analyse and evaluate a range of philosophical answers to questions about the world around them, including questions relating to meaning and existence</p> <p>Begin to analyse and evaluate different ways in which philosophers understand abstract concepts.</p>
B. How and whether things make sense	<p>Give a simple reason using the word 'because' when talking about religion and belief</p>	<p>Give a reason to say why someone might hold a particular belief using the word 'because'</p>	<p>Decide if a reason or argument based on a religion or belief makes sense to them and is expressed clearly.</p> <p>Use more than one reason to support their view.</p>	<p>Begin to weigh up whether different reasons and arguments are expressed coherently when studying religion and belief</p> <p>Give reasons for more than one point of view, providing pieces of evidence to support these views</p>	<p>Explain, using a range of reasons, whether a position or argument is coherent and logical.</p> <p>Link a range of different pieces of evidence together to form a coherent argument</p>	<p>Begin to analyse and evaluate whether a position or argument is coherent and logical and show increasing awareness of divergence of opinion.</p> <p>Use well-chosen pieces of evidence to support and counter a particular argument</p>
C. Issues of right and wrong, good and bad	<p>Using religious and belief stories to talk about how beliefs impact on how people behave</p>	<p>Using religious and belief stories, make connections between peoples' beliefs about right and wrong and their actions.</p>	<p>Recognise that it is difficult to define 'right', 'wrong', 'good' and 'bad'.</p> <p>Recognise some of the similarities and differences between these ideas.</p>	<p>Describe a range of answers to ethical and moral questions, showing awareness of the diversity of opinion and why there are differences.</p>	<p>Explain a range of answers to ethical and moral questions and issues, drawing conclusions and showing awareness of diversity of opinion and why there are differences.</p>	<p>Begin to analyse and evaluate a range of different answers to ethical and moral questions/issues, showing an understanding of the connections between beliefs, practices and behaviour.</p>