

Progress in Religious Education by Year Group (EYFS-KS2)

		By end of 2YO	By end of Nursery	By end of EYFS	By the end of Year 1	By the end of Year 2	By the end of Year 3	By the end of Year 4	By the end of Year 5	By the end of Year 6
Understanding Christianity	God				Pupils will know that: - 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.		Pupils will know that: - 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.		Pupils will know that: - Christians believe God is omnipotent, omniscient and eternal, and that this means God is worth worshipping. - Christians believe that 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 & Fall	Children will be familiar with the Cristian creation story.	Children will be able to recognise and retell parts of the Cristian creation story.	Children will know: - 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.	Pupils will know that Christians believe: - 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.		Pupils will know that Christians believe: - 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.		Pupils will know that: - 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.	
	People of God						Pupils will know that: - 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. - The people of God try to live in the way God wants, following his commands and worshipping him. - They believe he promises to stay with them, and Bible stories show how God keeps his promises. - 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. - Christians believe that, through Jesus, all people can become the People of God.		Pupils will know that: - 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. - 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. - Christians apply this idea to living today by trying to serve God and to bring freedom to others, for example by loving others, caring for them, bringing health, food, justice, and telling the story of Jesus. - 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.	
	Incarnation	Children will be familiar with the Cristian nativity.	Children will be able to recognise and retell parts of the Cristian nativity.	Children will know that: - Christians believe that God came to Earth in human form as Jesus. - Christians believe Jesus came to show that all people are precious and special to God.	Pupils will know that: - Christians believe that Jesus is God and that he was born as a baby in Bethlehem - The Bible points out that his birth showed he was extraordinary (e.g. he is worshipped as a king, in Matthew) and that he came to bring good news (e.g. to the poor, in Luke) - Christians celebrate Jesus' birth; Advent for Christians is a time for getting ready for Jesus' coming.		Pupils will know that: - 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 artists 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.		Pupils will know that: - 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).	
	Gospel				Pupils will know that: - 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 that 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.		Pupils will know that: - 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.		Pupils will know that: - 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 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.	• Christians believe that Jesus' good news transforms lives now, but also points towards 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.
	Salvation	Children will be familiar with the Cristian Easter.	Children will be able to recognise and retell parts of the Christian Easter.	Children will know that: • 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.	Pupils will know that: • 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.	Pupils will know that: • Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection. • The various events of Holy VWeek, 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.	• Pupils will know that: • 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.
	Kingdom of God					Pupils will know that: • 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, and 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.	Pupils will know that: • 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.
Teaching and Learning Outcomes	Element 1: Making sense of the text				Pupils will be able to: • Recognise that God, Creation, Incarnation and Salvation are part of a 'big story' of the Bible. • Identify at least two different types of texts from the Bible; for example, examples of a story, a parable, a gospel account of Jesus' life, and instructions about how to behave. • Tell stories from the Bible and recognise a link with a concept; for example, Creation, Incarnation, Gospel and Salvation. • Give clear, simple accounts of what the texts mean to Christians.	Pupils will be able to: • Order at least five key concepts within a timeline of the Bible's 'big story'. • List two distinguishing features of at least three different types of biblical text, for example, Gospel, parable, letter. • Make clear links between biblical texts and the key concepts studied. • Offer suggestions about what texts might mean, and give examples of what the texts studied mean to some Christians	Pupils will be able to: • Outline the timeline of the 'big story' of the Bible, explaining the place within it of the core concepts studied. • Identify at least five different types of biblical texts, using technical terms accurately. • Explain connections between biblical texts and the key concepts studied, using theological terms. • Taking account of the context(s), suggest meanings for biblical texts studied, and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations.
	Element 2: Understanding the impact				Pupils will be able to: • Give at least three examples of ways in which Christians use Bible concepts, stories and texts to guide their beliefs, in their individual lives and in their church communities. • Give at least three examples of how Christians put their beliefs into practice in church worship.	Pupils will be able to: • Make simple links between Bible texts and concepts studied and how Christians live in their whole lives and in their church communities. • Describe how Christians show their beliefs in worship and in the way they live.	Pupils will be able to: • Make clear connections between Bible texts and concepts studied with what Christians believe, how Christians worship and how Christians behave in their whole lives, their church communities, and in the wider world. • Show how Christians put their beliefs into practice in different ways, for example in different denominations.
	Element 3: Making connections				Pupils will be able to: • Think, talk and ask questions about whether the text has something to say to them, exploring different ideas.	Pupils will be able to: • Raise questions and suggest answers about how far the big ideas explored in the Bible and the concepts studied might make a difference to how pupils think and live. • Make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly.	Pupils will be able to: • Identify ideas arising from their study of texts and concepts, and comment on how far these are helpful or inspiring, justifying their responses. • Weigh up how biblical ideas, teachings or beliefs relate to the issues, problems and opportunities of their own lives and the world today, developing insights of their own.
Teaching	Islam	Children will be introduced to the major festivals in Islam, such as Eid ul-Adha, Eid	Children will be aware of the major festivals in Islam, such as Eid ul-Adha, Eid ul-Fitr and Ramadan.	Children will know about some of the major festivals in Islam.	Pupils will be able to: • Recognise the words of the Shahadah and that it is very important for Muslims • Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names, and give a simple description of what some of them mean		Pupils will be able to: • Identify and explain Muslim beliefs about God, the Prophet and the Holy Qur'an (e.g. tawhid; Muhammad as the Messenger, Qur'an as the message)

		ul-Fitr and Ramadan.			- Give examples of how stories about the Prophet show what Muslims believe about Muhammad. - Give examples of how Muslims use the Shahadah to show what matters to them - Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan) - Give examples of how Muslims put their beliefs about prayer into action. - Think, talk about and ask questions about Muslim beliefs and ways of living - Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas - Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too.			- Describe and explain ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on five pillars; hajj practices follow example of the Prophet) - Make clear connections between Muslim beliefs and worship(e.g. Five Pillars, mosques, art) - Give evidence and examples to show how Muslims put their beliefs into practice in different ways. - Make connections between Muslim beliefs studied and Muslim ways of living in Britain/Yorkshire today - Consider and weigh up the value of e.g. submission, obedience, generosity, self-control and worship in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims - Reflect on and talk about what and how they have learned, and how and why their thinking has changed.	
	Judaism	Children will be introduced to Jewish stories such as Abraham and Noah.	Children will be introduced to Jewish stories such as Abraham and Noah.	Children will be aware of Jewish stories such as Abraham and Noah.	Pupils will be able to: - Recognise the words of the Shema as a Jewish prayer. - Re-tell simply some stories used in Jewish celebrations (e.g. Chanukah or Sukkot). - Give examples of how the stories used in celebrations (e.g. Shabbat) remind Jews about what God is like. - Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah). - Make links between Jewish ideas of God found in the stories and how people live. - Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat). - Ask some questions about what Jewish people celebrate and why. - Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people - Give a good reason for their ideas about whether any of these things are good for them too.			Pupils will be able to: - Identify and explain Jewish beliefs about God - Give examples of some texts that say what God is like and explain how Jewish people interpret them. - Make clear connections between Jewish beliefs about the Torah and how they use it - Make clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws) - Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between Orthodox and Progressive Jewish practice). - Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today - Consider and weigh up the value of e.g. tradition, ritual, community, study and worship in the lives of Jews today, and articulate responses on how far these ideas are valuable to people who are not Jewish - Talk about how ideas of tradition, ritual, community and study relate to their own lives, giving good reasons for their views and explaining how their thinking has developed during the unit.	
	Hinduism	Children will be introduced to Hindu celebrations such as Diwali and Holi.	Children will be introduced to Hindu celebrations such as Diwali and Holi.	Children will be aware of Hinduism's major celebrations.			Pupils will be able to: - Identify some Hindu deities and describe Hindu beliefs about God (e.g. Brahman, trimurti) - Offer informed suggestions about what Hindu murtis express about God - Make links between Hindu beliefs and the aims of life (e.g. karma). - Describe how Hindus show their faith within their families in Britain today (e.g. home puja) - Describe how Hindus show their faith within their faith communities in Britain today (e.g. arti and bhajans at the mandir; Diwali), indicating some differences in how Hindus show their faith. - Make links between the Hindu idea of everyone having a 'spark' of God in them and ideas about the value of people in the world today, giving good reasons for their ideas - Consider and weigh up the value of taking part in family and community rituals in Hindu communities and express insights on whether it is a good thing for everyone, giving good reasons for their ideas and talking about whether their learning has changed their thinking.		
	Sikhism	Children will be introduced to Sikh celebrations such as Vaisakhi & Diwali.	Children will be introduced to Sikh celebrations such as Vaisakhi & Diwali.	Children will be aware of Sikhism's major celebrations such as Vaisakhi & Diwali..			Pupils will be able to: - Identify some of the core beliefs of Sikhism, e.g. one God, the message of Guru Nanak, equality and service - Make clear links between the Mool Mantar and Sikh beliefs and actions - Offer informed suggestions about what some of the teachings of the Gurus mean to Sikhs today. - Make simple links between the life of at least one of the Gurus and some actions Sikhs take today (e.g. Guru Nanak and the langar; Guru Gobind Singh and the Khalsa) - Give some examples that demonstrate that remembering God, working hard and serving others are important to Sikhs today. - Raise questions about what matters to Sikhs (e.g. equality, service, honest - work), and say why they still matter today		

							• Make links between key Sikh values and life in the world today, identifying which values would make most difference in pupils' own lives and in the world today • Talk about what they have learned and whether they have changed their thinking.		
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