



## Salway Ash School RE Knowledge Progression

Year A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Robins</b> <b>Year R</b>	<p><b>Christianity</b>  <i>I can tell you that the word God is a name.</i></p> <p><i>I can talk about how Christians believe God is the creator of the universe.</i></p> <p><i>I can show you how Christians believe God made our wonderful world and so we should look after it.</i></p>	<p><b>Christianity</b>  <i>I can tell you that Christians believe that Jesus is a very special baby.</i></p> <p><i>I can talk about how Christians believe Jesus came to show that all people are precious and special to God.</i></p>	<p><b>Judaism</b>  <i>I can talk about how every year some Jewish children celebrate a special 'birthday' of trees.</i></p> <p><i>I can explain that the birthday of trees is a new year celebration.</i></p> <p><i>I can talk about when I have looked after/cared for something or someone</i></p>	<p><b>Christianity</b>  <i>I can tell you that Christians remember Jesus' last week at Easter.</i></p> <p><i>I can understand that Jesus' name means 'He saves'.</i></p> <p><i>I can give an explanation that Christians believe Jesus came to show God's love.</i></p> <p><i>I can show you how Christians try to show love to others.</i></p>	<p><b>Hinduism Sanatana Dhama</b>  <i>I can explain that Raksha Bandhan is a story of love between brothers and sisters</i></p> <p><i>I know the word Raksha means protection</i></p>	<p><b>Islam</b>  <i>I can tell you that the Muslim God is Allah</i></p> <p><i>I can explain that some Muslim families think 'God' is very important like Christian families</i></p> <p><i>I can talk about the special words Muslims may whisper to a new baby e.g Allahu Akbar and special words I may say to a new baby</i></p>
<b>Bumblebees</b> <b>Year 1 &amp; 2</b>	<p><b>Christianity Creation</b>  <i>I can retell the story of creation from Genesis 1:1-2.3 simply.</i></p> <p><i>I can recognise that 'Creation' is the beginning of the 'big story' of the Bible</i></p> <p><i>I can say what the story tells Christians about God, Creation and the world.</i></p> <p><i>I can give at least one example of what Christians do to say thank you to God for the Creation.</i></p>	<p><b>Christianity Incarnation</b>  <i>I can give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians.</i></p> <p><i>I can recognise that stories of Jesus' life come from the Gospels.</i></p> <p><i>I can give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas.</i></p> <p><i>I can decide what they personally have to be</i></p>	<p><b>Judaism</b>  <i>I can remember the story about Moses and the ten commandments and why they are important to many Jewish people</i></p> <p><i>I can talk about what many Jewish people do at Simchat Torah</i></p> <p><i>I can talk about some things Jewish people do together when the Torah is read in a synagogue</i></p> <p><i>I can talk about times when my family or class have felt like jumping or dancing for joy</i></p>	<p><b>Christianity Salvation</b>  <i>I can recognise that Incarnation and Salvation are part of a 'big story' of the Bible.</i></p> <p><i>I can tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people).</i></p> <p><i>I can recognise that Jesus gives instructions about how to behave.</i></p> <p><i>I can give at least three examples of how Christians show their beliefs about Jesus'</i></p>	<p><b>Hinduism Sanatana Dhama</b>  <i>I can explain that Brahman as one supreme being in everything and everywhere</i></p> <p><i>I can name the Sanatani beliefs in Karma, Atman and Moksha may affect the actions they take in their lives including devotion to God and actions to help society.</i></p> <p><i>I can give examples of how Brahman takes on many forms (the children will look at a selection) and these show aspects</i></p>	<p><b>Islam</b>  <i>I can I can recognise key features of a Mosque and how a Mosque might be used. E.g prayer hall, washrooms</i></p> <p><i>I can talk about what happens in a Mosque e.g prayer, learning, community activities. I can talk about how a Mosque is important as it is being part of a community.</i></p> <p><i>I can talk about challenges and benefits of being part of Muslim community</i></p>

	<i>I can think, talk and ask questions about living in an amazing world.</i>	<i>thankful for at Christmas time.</i>		<i>death and resurrection in church worship at Easter.</i>  <i>I can think, talk and ask questions about whether the story of Easter has anything to say to them about sadness, hope or heaven, exploring different ideas.</i>	<i>of the one supreme deity, the Trimurti, the Aum</i>	
<b>Badger Class Year 3 &amp; 4</b>	<p><b>Christianity People of God</b> <i>I can make clear links between the story of Noah and the idea of covenant.</i></p> <p><i>I can make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony.</i></p> <p><i>I can make links between the story of Noah and how we live in school and the wider world</i></p>	<p><b>Christianity Incarnation</b> I can talk about the between a 'Gospel', which tells the story of the life and teaching of Jesus, and a letter. Offer suggestions about what texts about baptism and Trinity might mean.</p> <p>I can give examples of what these texts mean to some Christians today.</p> <p>I can describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) and in the way they live.</p>	<p><b>Judaism</b> <i>I can use religious words to describe how a rainbow in the Noah story is a reminder of God's promises.</i></p> <p><i>I can explain how a mezuzah links with remembering God's covenant.</i></p> <p><i>I can describe what Jewish people might learn from the stories of Abraham about a covenant with God.</i></p> <p><i>I can describe some different customs and practices Jewish people have as part of their Passover celebrations</i></p>	<p><b>Christianity Salvation</b> <i>I can order Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible's 'big story'.</i></p> <p><i>I can offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean.</i></p> <p><i>I can make simple links between the Gospel texts and how Christians mark the Easter events in their church communities.</i></p> <p><i>I can make links between some of the stories and teachings in the Bible and life in the world today, expressing some clearly</i></p>	<p><b>Hinduism Sanatana Dhama</b> <i>I can describe what many Hindus might learn from the story of the Star Fish</i></p> <p><i>I can describe some different ways Hindus show their beliefs about reincarnation e.g imagery of worn out clothes</i></p> <p><i>I can link things that I and my friends would value as changes we would like to see in the world with the way we choose to think and behave ourselves</i></p>	<p><b>Islam</b> <i>I can describe what many Muslims might learn from the story if Bilal and the first call to prayer</i></p> <p><i>I can describe some things Muslims do when they get ready for prayer and how this is the same/different from others who pray</i></p> <p><i>I can use religious words to describe some ways Muslims show Allah is important when they pray</i></p>

<p><b>Dragonflies</b> <b>Year 5 &amp; 6</b></p>	<p><b>Christianity</b> <b>GOD</b> <i>I can identify some different types of biblical texts, using technical terms accurately.</i></p> <p><i>I can explain connections between biblical texts and Christian ideas of God, using theological terms.</i></p> <p><i>I can make clear connections between Bible texts studied and what Christians believe about God; for example, through how churches are designed.</i></p> <p><i>I can show how Christians put their beliefs into practice in worship</i></p> <p><i>I can think about how teachings about God as holy and loving might make a difference in the world today, developing insights of their own</i></p>	<p><b>Christianity</b> <b>Incarnation</b> <i>I can explain the place of Incarnation and Messiah within the ‘big story’ of the Bible.</i></p> <p><i>I can explain connections between biblical texts, Incarnation and Messiah, using theological terms.</i></p> <p><i>I can show how Christians put their beliefs about Jesus’ Incarnation into practice in different ways in celebrating Christmas</i></p> <p><i>I can think about the idea that Jesus is the Messiah — a Saviour from God — is important in the world today and, if it is true, what difference that might make in people’s lives.</i></p>	<p><b>Judaism</b> <i>I can make links that show how Jewish beliefs about observing a holy Shabbat come from the teachings of the Torah</i></p> <p><i>I can use a wide religious vocabulary to compare how and why young Jews take on their religious responsibility publicly at Bar / Bat Mitvah</i></p> <p><i>I can show how Jewish believers express their religious beliefs about holiness in different ways and suggest why</i></p> <p><i>I can ask whether it is right to stand up for what you believe in life and suggest why some people do / don’t, including people of faith</i></p>	<p><b>Christianity</b> <b>Salvation</b> <i>I can outline the timeline of the ‘big story’ of the Bible, explaining the place within it of the ideas of Incarnation and Salvation.</i></p> <p><i>I can suggest meanings for resurrection accounts, and compare their ideas with ways in which Christians interpret these texts, showing awareness of the centrality of the Christian belief in Resurrection.</i></p> <p><i>I can Make clear connections between Christian belief in the Resurrection and how Christians worship on Good Friday and Easter Sunday.</i></p> <p><i>I can explain why some people find belief in the Resurrection makes sense and inspires them.</i></p>	<p><b>Hinduism Sanatana</b> <b>Dhama</b> <i>I can make links that show how some Hindu beliefs come from the teachings of the Bhagavad Gita</i></p> <p><i>I can use a wide religious vocabulary to compare various practices of Hindus who choose to belong to Krishna and follow the Bhakti pathway</i></p> <p><i>I can show how Hindus express beliefs and feelings about Krishna in many ways e.g. as a child, in his universal form, and suggest why</i></p> <p><i>I can ask questions about what it means to belong to a group who are devoted to something and refer to ‘devotees’ I know and devotees of Krishna</i></p>	<p><b>Islam</b> <i>I can make links that show how many Muslims beliefs and practices come from teachings of the Qur’an or from the Sunnah of the Prophet</i></p> <p><i>I can use wide religious vocabulary to describe why only some Muslims seek to become Hafiz and how the study affects both their lives and the lives of others</i></p> <p><i>I can show how many Muslims express the idea of revelation as a rope reaching down to earth, suggesting what the image means</i></p> <p><i>I can ask about what it might be like to live as part of different groups in society and explain what I think the challenges are of being a Muslim in Britain</i></p>

**Year B**

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Robins Year R</b>	<p><b>Christianity</b> <i>I can tell you that the word God is a name.</i></p> <p><i>I can talk about how Christians believe God is the creator of the universe.</i></p> <p><i>I can show you how Christians believe God made our wonderful world and so we should look after it.</i></p>	<p><b>Christianity</b> <i>I can tell you that Christians believe that Jesus is a very special baby.</i></p> <p><i>I can talk about how Christians believe Jesus came to show that all people are precious and special to God.</i></p>	<p><b>Judaism</b> <i>I can talk about how every year some Jewish children celebrate a special 'birthday' of trees.</i></p> <p><i>I can explain that the birthday of trees is a new year celebration.</i></p> <p><i>I can talk about when I have looked after/cared for something or someone</i></p>	<p><b>Christianity</b> <i>I can tell you that Christians remember Jesus' last week at Easter.</i></p> <p><i>I can understand that Jesus' name means 'He saves'.</i></p> <p><i>I can give an explanation that Christians believe Jesus came to show God's love.</i></p> <p><i>I can show you how Christians try to show love to others.</i></p>	<p><b>Hinduism Sanatana Dhama</b> <i>I can explain that Raksha Bandhan is a story of love between brothers and sisters</i></p> <p><i>I know the word Raksha means protection</i></p>	<p><b>Islam</b> <i>I can tell you that the Muslim God is Allah</i></p> <p><i>I can explain that many Muslim families think 'God' is very important like Christian families</i></p> <p><i>I can talk about the special words Muslims may whisper to a new baby e.g Allahu Akbar and special words I may say to a new baby</i></p>
<b>Bumblebees Year 1 &amp; 2</b>	<p><b>Christianity Creation</b> <i>I can retell the story of creation from Genesis 1:1-2:3 simply.</i></p> <p><i>I can say what the story tells Christians about God, creation and the world.</i></p> <p><i>I can give at least two examples of what Christians do to look after the world for God.</i></p> <p><i>I can think, talk and ask questions about</i></p>	<p><b>Christianity Incarnation</b> <i>I can recognise that Incarnation is part of the 'Big Story' of the Bible.</i></p> <p><i>I can tell the story of the birth of Jesus and recognise the link with Incarnation — Jesus is 'God on Earth'.</i></p> <p><i>I can give at least two examples of ways in which Christians use the nativity story in churches and at home;</i></p>	<p><b>Judaism</b> <i>I can explain that many Jewish people pray 3 times a day, to build a closer relationship with God.</i></p> <p><i>I can remember with prompting some good deeds Jewish people perform for others and the world but are unable to comment in their importance.</i></p> <p><i>I can talk about something that might</i></p>	<p><b>Christianity Salvation</b> <i>I can recognise that God, Incarnation, Gospel and Salvation are part of the 'big story' of the Bible.</i></p> <p><i>I can tell stories of Holy Week and Easter and make a link with the idea of Salvation (Jesus rescuing people).</i></p> <p><i>I can give at least three examples of how Christians show their</i></p>	<p><b>Hinduism Sanatana Dhama</b> <i>I can explain that the festival of Holi celebrates love and new life.</i></p> <p><i>I can talk about how some families hold religious ceremonies, but for many Holi is more a time for fun.</i></p> <p><i>I can show that the main religious message</i></p>	<p><b>Islam</b> <i>I can tell a story about Muhammad and an animal and say what it teaches many Muslim about compassion</i></p> <p><i>I can use words 'fasting' and 'sharing' to talk about what many Muslims do during Ramadan.</i></p> <p><i>I can ask why a story is told and what I learn from it, including the story of Muhammad</i></p>

	<p><i>living in an amazing world.</i></p>	<p><i>for example, using nativity scenes and carols to celebrate Jesus' birth.</i></p> <p><i>I can think, talk and ask questions about the Christmas story and the lessons they might learn from it: for example, about being kind and generous.</i></p>	<p><i>be a 'mitzvah' or 'good deed' for a Jewish person – like helping others or collecting money.</i></p> <p><i>I can talk about how many Jewish people believe God's mitzvot are ways to help mend the world and make it better.</i></p>	<p><i>beliefs about Jesus as saviour in church worship.</i></p> <p><i>I can think, talk and ask questions about whether the text has something to say to them (for example, about whether forgiveness is important)</i></p>	<p><i>of Holi is that devotion to God will be rewarded</i></p>	
<p><b>Badger Class</b> <b>Year 3 &amp; 4</b></p>	<p><b>Christianity</b> <b>Creation and Fall</b> <i>I can place the concepts of God and Creation on a timeline of the Bible's 'Big Story'.</i></p> <p><i>I can make clear links between Genesis 1 and what Christians believe about God and Creation.</i></p> <p><i>I can describe what Christians do because they believe God is Creator. (For example, follow God, wonder at how amazing God's creation is; care for the earth in some specific ways.)</i></p> <p><i>I can ask questions and suggest answers</i></p>	<p><b>Christianity</b> <b>Incarnation</b> <i>I can identify John 1 as part of a 'Gospel', noting some differences between John and the other Gospels.</i></p> <p><i>I can offer suggestions for what texts about God might mean.</i></p> <p><i>I can describe how Christians show their beliefs about God the Trinity in the way they live.</i></p> <p><i>I can make links between some of the texts and teachings about God in the Bible and what people believe about God in the world today,</i></p>	<p><b>Humanism</b> <i>I can explain that Humanism is not a religion; it is a non-religious, ethical worldview to support living a positive life.</i></p> <p><i>I can describe that many Humanists believe that the origins of our moral capacities lie inside human beings and our evolution as social animals.</i></p> <p><i>I can show and describe my own world views</i></p>	<p><b>Christianity</b> <b>Gospel</b> <i>I can identify this as part of a 'Gospel', which tells the story of the life and teaching of Jesus.</i></p> <p><i>I can make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'.</i></p> <p><i>I can offer suggestions about what Jesus' actions towards the leper might mean for a Christian.</i></p> <p><i>I can make simple links between Bible texts and the concept of 'Gospel' (good news).</i></p>	<p><b>Hinduism Sanatana Dhama</b> <i>I can describe what a Hindu might learn from the story of Rama and Sita</i></p> <p><i>I can describe how, like other religious people, Hindus have people to inspire them</i></p> <p><i>I can describe different ways some Hindus can show their beliefs in actions / symbols</i></p> <p><i>I can recognise things that influence me (family, friends, faith) to fulfil my duties</i></p>	<p><b>Islam</b> <i>I can describe what Muslims might learn from a story about Muhammad's life, about Allah or about living</i></p> <p><i>I can describe the Shahada and know all Muslims everywhere recite the same words</i></p> <p><i>I can describe some different ways Muslims show/do not show their beliefs about Muhammad in art.</i></p>



	<i>about what might be important in the creation story for Christians living today, and for people who are not Christians</i>	<i>expressing some ideas of their own clearly</i>		<i>I can make links between the Bible stories studied and the love, and life in the expressing some ideas of their own clearly</i>		
<b>Dragonflies Year 5 &amp; 6</b>	<p><b>Christianity Creation/fall</b> <i>I can Outline the importance of Creation on the timeline of the ‘big story’ of the Bible.</i></p> <p><i>I can identify what type of text some Christians say Genesis 1 is, and its purpose.</i></p> <p><i>I can make clear connections between Genesis 1 and Christian belief about God as Creator.</i></p> <p><i>I can show understanding of why many Christians find science and faith go together.</i></p> <p><i>I can weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account.</i></p>	<p><b>Christianity People of God</b> <i>I can explain connections between the story of Moses and the concepts of freedom and salvation, using theological terms.</i></p> <p><i>I can make clear connections between Bible texts studied and what Christians believe about being the People of God and how they should behave.</i></p> <p><i>I can explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others.</i></p> <p><i>I can identify ideas about freedom and justice arising from their study of Bible texts and comment on how far these are helpful or inspiring, justifying their responses.</i></p>	<p><b>Humanism</b> <i>I can explain that many Humanists believe this is the one life we have and so we need to make the most of it.</i></p> <p><i>I can show understanding that for many humanists, there is no single ‘ultimate’ meaning of life. Instead, it is up to us to make our own lives meaningful.</i></p> <p><i>I can talk about how they believe we should be free to decide how we live (as long as we do not cause harm to others), seeking happiness and supporting others to do the same.</i></p>	<p><b>Christianity Salvation</b> <i>I can outline the timeline of the ‘big story’ of the Bible, explaining how Incarnation and Salvation fit within it.</i></p> <p><i>I can explain what Christians mean when they say that Jesus’ death was a sacrifice, using theological terms.</i></p> <p><i>I can make clear connections between the Christian belief in Jesus’ death as a sacrifice and how Christians celebrate Holy Communion/Lord’s Supper.</i></p> <p><i>I can show how Christians put their beliefs into practice</i></p>	<p><b>Hinduism Sanatana Dhama</b> <i>I can make links that show how Hindu belief in Brahman is expressed in what Svetaketu’s father taught him from the salt, honey and fig</i></p> <p><i>I can use a wide religious vocabulary to compare different Hindu views on worship e.g. with reference to Sanjay’s Super Team, and the film’s creator</i></p> <p><i>I can show how Hindus express their religious beliefs and feelings about the value of life in different ways, suggesting why</i></p> <p><i>I can discuss some of the benefits and problems of holding strong values and commitments,</i></p>	<p><b>Islam</b> <i>I can make links that show how the Muslim belief in Tawhid comes from key verses in the Qur’an and is supported by stories of the life of Prophet Muhammad</i></p> <p><i>I can use a wide religious vocabulary to compare the practices of and ways of life of a Muslim with the practice of another religion</i></p> <p><i>I can express the Muslim belief in the one-ness of Allah, using a Muslim style e.g. using patterns, and explain what I am trying to convey</i></p> <p><i>I can compare my own ideas about the meaning and purpose of life, with those of others, including a</i></p>

					<i>including those held by Hindu communities</i>	<i>Muslim in Ahmed's story</i>
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