



## Eversholt Progression of Knowledge and Skills in Religious Education

Make Sense of Belief		Understanding the Impact	Make Connections
	EYFS	KS1	KS2
Religion Coverage	Christianity, World religions and festivals (Diwali, Chinese New Year etc...)	<b>Year A:</b> Christianity, Judaism <b>Year B:</b> Christianity, Islam	<b>Year A:</b> Christianity, Hinduism, Islam <b>Year B:</b> Christianity, Sikhism, Judaism
Christian worship and customs	<p>Understand what the word 'God' means</p> <p>Understand that some people believe in God and some people do not.</p> <p>Read and retell some special bible stories.</p> <p>Explain what you think Jesus was/is like?</p>	<p>Understand that Christians believe God is loving, powerful and creative.</p> <p>Identify what a parable is.</p> <p>Tell stories from the Bible and recognise a link with the concept of 'Gospel' or 'good news'.</p> <p>Read and explore stories in the Bible. (The Good Samaritan/Lost Son/Lost Sheep/Lost Coin/Matthew)</p> <p>Understand that the Bible is the holy book for Christianity.</p> <p>Explore the stories and teachings of Jesus and recognise that Jesus gives instructions about how to behave.</p> <p>Recognise that stories of Jesus' life come from the Gospels.</p> <p>Identify a belief about a religious leader.</p> <p>Explore a church, building, art, religious objects and community.</p>	<p>Explore the account of the first disciples. (Matthew 4:18-22)</p> <p>Recognise what a 'Gospel' is and give an example of the kinds of stories it contains.</p> <p>Explore the significance of water in Christian worship.</p> <p>Understand the significance of baptisms in Christian worship.</p> <p>Explore the meaning of the Holy Trinity and be able to talk about how this is shown in Christian rituals, art and scripture.</p> <p>Explore the story of Pentacost (Acts 2:1-15, 22, 37-41). Understand that Pentacost is the birth of the Christian church.</p> <p>Talk about what the Kingdom of God should look like and what the Lord's Prayer tells us about this.</p> <p>Be able to talk about the different ways that Pentacost is celebrated.</p> <p>Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'.</p> <p>Recognise the word 'salvation', and that Christians believe Jesus came to 'save' or 'rescue' people, e.g. by showing them how to live.</p> <p>Describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean.</p> <p>Explore the responsibilities of religious leaders.</p>



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<p>Holy Books</p>	<p>Compare the similarities and differences between different people's special stories. Experience different customs and role-play scenarios. Retell stories from different religions and cultures. Compare and contrast stories from different cultures to their own lives.</p>	<p>Explore what the word sacred and holy means. Understand what makes a holy book special and what the difference is between a holy book and a normal book. Explore beliefs about God, written in holy books. Recognise that sacred texts contain stories which are special to many people and should be treated with respect. Recognise how different religions express their respect for their scriptures, using symbols and by doing what the scriptures say. Make simple connections between sacred texts and the ways believers worship today.</p>	<p>Explain the meanings of examples of texts that believers use in worship. Be able to name the Holy books in the religions studied: Bible, Qur'an, Torah, Guru Granth Sahib Explore the places that the holy books are used/kept. Explain the different customs with the holy books.</p>
<p>Islam worship and customs</p>	<p>Be tolerant of others beliefs and understand that others believe and do different things to them. Compare and contrast the cultures of other families to their own lives. Explore Eid AL Fitr</p>	<p>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. Explore the 99 names of Allah, and give a simple description of what some of them mean. Give examples of how stories about the Prophet Muhammad show what Muslims believe about him. Give examples of how Muslims put their beliefs about prayer and about Allah into action (e.g. by daily prayer, by using subhah beads). Understand what religious buildings are and what people do in them. Explore a mosque, building, art, religious objects and community. Understand what the 5 pillars of Islam are. Explore the Qu'ran, stories and rituals. (Hagar and Ismail and the well of Zam Zam)</p>	<p>Identify some beliefs about God in Islam, expressed in <i>Sura 1</i> of the Qur'an. Make clear links between beliefs about God and <i>ibadah</i> (e.g. how God is worth worshipping; how Muslims submit to God). Discuss how Muslims pray 5 times a day (Salah) Explore the significance of religious artefacts and the mosque help Muslim's worship. Understand Ramadan as one of the 5 pillars of Islam. Explore Islamic festivals related to Ramadan: Eid al Fitr, Laylat-ul-Qadr (Night of Power) Make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas. Give examples of <i>ibadah</i> (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve.</p>



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<p>Judaism</p>	<p>Not taught in EYFS</p>	<p>Recognise the words of the Shema as a Jewish prayer Retell simply some stories used in Jewish celebrations (e.g. Hanukkah or Pesach) Give examples of how the stories used in celebrations (e.g. Shabbat, Pesach) remind Jews about what God is like, talking about beliefs and the Torah. Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Hanukkah, Pesach). Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat). Explore a synagogue, building, art, religious objects and community. Symbols and objects of Judaism Explore the stories and teachings of Moses.</p>	<p>Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean. Explore Jewish prayers and blessings. Talk about why the 10 commandments were important in the past and how they are important today. Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people. Make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals) Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities. Explore Josh Hashanah – Jewish New Year, Yom Kippur – Day of Atonement Explore the Jewish custom of a Bar/Bat Mitzvah</p>
<p>Hinduism</p>	<p>Explore Diwali (Story, art and practises)</p>	<p>Explore the festival 'Holi' (Story, art and practises)</p>	<p><b>Hinduism:</b> Identify the terms '<i>dharma</i>', 'Sanatan Dharma' and 'Hinduism' and say what they mean. Make links between Hindu practices and the idea that Hinduism is a whole '<i>way of life</i>' (<i>dharma</i>). Explore Hindu iconography – The deities and their attributes. Explore a Mandir – Buildings, art, religious objects and community. Explore Hindu festivals of Holi and Diwali. Describe how Hindus show their faith within their families in Britain today (e.g. home <i>puja</i>) Describe how Hindus show their faith within their faith communities in Britain today (e.g. <i>arti</i> and <i>bhajans</i> at the mandir; in festivals such as Diwali). Identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India).</p>



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Sikhism	Not Taught in EYFS	Not Taught in KS1	<p><b>Sikhism:</b>          Identify and describe key Sikh beliefs and values (One God, human equality, service and dignity) including Langar, Waheguru and <i>Sewa</i>.          Explore the teachings of the 10 gurus.          Talk about the holy scripture Guru Granth Sahib.          Understand that this is seen as the living guru.          Talk about the acts of respects shown to the text.          Explore the celebration of Guru Nanak's Birthday.          Understand the importance of living in a Sikh community (Khalsa)          Explore a Gurdwara – Building, art, religious artefacts and community.          Understand the significance of Amritsar.          Explain examples of texts such as the Mool Mantar.          Describe how people show their Sikh identity in dress, behaviour and values. (Wearing the 5 Ks).</p>
Festivals and Celebrations	<p>Explore different religious festivals and customs around the world.          Talk about how different people celebrate festivals.          Understand what a festival is and why we might celebrate different things.          Talk about festivals or celebrations that they have at home.          Experience a religious festival in church. (Harvest, Christmas and Easter)</p>	<p>Understand what a festival is and why we celebrate.          Explore the stories, beliefs, customs and traditions in Eid al Fitr and Holi.          Recognise a special time pupils celebrate and explain simply what celebration means.          Identify some core beliefs and concepts studied and give a simple description of what they mean.          Identify beliefs, describe them simply, give examples and suggest meanings.          Talk about features in stories that made people feel happy or sad. Compare to the pupils' own experiences.          Notice and suggest a meaning for some symbols used in the celebrations they learn about, e.g. light, water, signs of togetherness.</p>	<p>Consider the deeper meaning of festivals using the 6 aspects; ancient story, modern community, sacred symbols, remembrance and celebrating spiritual values): Holi, Diwali, Guru Nanak's Birthday, Josh Hashanah – Jewish New Year, Yom Kippur – Day of Atonement, Pesach/Passover, Easter, Christmas          Describe how people show devotion to God and commitment to key values in their festivals.          Identify similarities, differences and generalities in relation to the festivals they study.          Explore the meaning of festivals in Britain today (religious and non-religious).          Make simple connections between sacred texts and the practice of religious festivals today.</p>



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<p>Christmas</p>	<p>Recall the Christmas story and understand why Christians perform Nativity plays at Christmas.</p> <p>Understand that stories about Jesus are found in the Bible.</p> <p>Understand why Christians celebrate Jesus' birthday.</p> <p>Talk about special things they do at Christmas and what Christians do at Christmas to share God's love.</p> <p>Say that Christians have a special time of preparation for Christmas called Advent.</p> <p>Identify some Christian symbols.</p>	<p>Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians.</p> <p>Talk about the importance of the messages that the angels bring in the Christmas story.</p> <p>Say why the visit of the angels to Mary is important to Christians today.</p> <p>Understand the importance of the Christingle as an Advent and Christian symbol.</p> <p>Explain the significance of the parts of the Christingle.</p> <p>Understand the significance of 'Light' as a symbol for Advent.</p> <p>Explain that Advent means looking forward (to come)</p> <p>Say how Christians, today, prepare for Advent in Church.</p> <p>Identify the symbolism of each Advent candle on the Advent ring/calendar/Advent tree.</p> <p>Talk about the Christian idea of Jesus as the light of the world. (Relationship between God and Jesus)</p> <p>Give examples of how Christmas is celebrated by Christians today.</p> <p>Think, talk and ask questions about Christmas for people who are Christians and for people who are not.</p> <p>Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas.</p>	<p>Identify the fact that the major part of the Christmas story is only in two gospels (Matthew and Luke).</p> <p>Identify the similarities and differences between these gospels.</p> <p>Recount the sequence of events from the two gospels.</p> <p>Empathise with the feelings of the Characters in the story.</p> <p>Explain why this story is important to Christians today.</p> <p>State how the Christian church might celebrate these events today.</p> <p>Explore how art can have meaning and express sacred and spiritual feelings for believers and conveys knowledge of written text.</p> <p>Explore how the Christmas story is depicted in different ways in different eras.</p> <p>Show an understanding of the use of symbolism in the Christian Story.</p> <p>Explain why Epiphany is celebrated in January.</p> <p>Compare a Children's bible version of the Christmas story, including the Three Wise Men and the actual time frame. What are the differences? Why?</p> <p>Know the gifts given to Christ and their significance and symbolism.</p> <p>Explore scriptures that show Jesus as the light of the world e.g. John 8:12.</p> <p>Understand that Christians around the world have different customs and ways of worshipping and celebrating Christmas.</p> <p>Recognise the similarities/differences between Christian cultures.</p>
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<p>Easter</p>	<p>Explain what happens at the end of winter and the beginning of spring. Talk about how 'dead' plants and trees come alive again in Spring. Talk about and retell the Easter story. Explain what Christians believe happened to Jesus at Easter. Talk about why this is an important story. Explain the traditions that they do at Easter and talk about the ways that Christians celebrate Easter. Understand the significance of Easter eggs.</p>	<p>Recognise that incarnation and salvation (Jesus rescuing people) are part of a 'big story' of the Bible. Understand how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter. Think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas. Read and retell the stories from Holy Week. Understand the three significant days of holy week (Palm Sunday, Good Friday, Easter Sunday) Understand symbols of new life, incarnation and resurrection at Easter (Eggs/Spring flowers). Understand that Jesus gives instructions on how to live. Be able to talk about the 'good news' that Jesus brings.</p>	<p>Offer informed suggestions about what the events of Holy Week mean to Christians. Give examples of what Christians say about the importance of the events of Holy Week. Make simple links between the Gospel accounts and how Christians mark the Easter events in their communities. Explore the events of holy week from the gospels (Matthew 21:7-11, Luke 23:13-25, 32-48, Luke 24:1-12) Consider the emotions of this story and how Christians feel about the events. Explore how Christians mark each significant day in Holy week in church and at home. Consider some of the big questions: Why is the day that Jesus died called 'Good Friday'?, 'How can something good come from death?'</p>
<p>Impact of Religion (Caring for the world)</p>	<p>Understand that some people believe that God created the world. Be able to talk about what is amazing about the world. Recall the creation story and talk about what Christians and Jews believe about God the creator. Talk about how the world should be treated and what Christians and other people think about the world.</p>	<p>Identify a text about the beauty of Earth (Psalm 8) Read and retell Genesis 1 Give an example of a key belief some people find in one of these stories (e.g. that God loves the world because it is God's creation). Explore religious festivals about caring for and being thankful the world; Harvest, Tu'B'Shevat. Talk about how Christians and Jews can show care for the Earth and why we should look after the world. Think, talk and ask questions about what difference believing in God makes to how people treat the natural world. Give good reasons why everyone (religious and non-religious) should look after the natural world.</p>	<p>Identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin) Make links between religious beliefs and teachings and why people try to live and make the world a better place. Make simple links between teachings about how to live and ways in which people try to make the world a better place (e.g. <i>Tikkun Olam</i> and the charity Tzedek).</p>



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<p>Impact of Religion (Caring for others)</p>	<p>Talk about how we show respect for one another. Explain how we show love and how we know that we are loved. Explain how people are feeling. Explain how we can show people they are welcome. Talk about things that we can we do better together rather than on our own. Talk about where you belong and how you know you belong. Talk about what feels special about being welcomed into a group of people. Talk about the people you care about and how you can show them you care. Talk about friendship and how can you be a good friend.</p>	<p>Identify a stories and give an example of a key belief about caring for others. (e.g. that God loves all people). Give simple examples of inspiration from Moses, Jesus and Muhammad. Understand Christian teachings about forgiveness and peace and bringing good news to the friendless. Think, talk and ask questions about what difference believing in God makes to how people treat each other. Give good reasons why everyone (religious and non-religious) should care for others. Explore Jesus’s message of ‘friend to the friendless’ and explore how Christians help those in need. Talk about the Golden Rule (treat others as you wish to be treated) and how this value is used in different places. Explore how religions encourage people to help others. Islam – Zakan (almsgiving) and Charity in Christianity. Talk about people who were inspired by religion to care for others. (Mother Teresa, Dr. Barnardo)</p>	<p>Consider questions about the belief that worship can bring peace, comfort or challenge. Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean. Explore religious charities and themes of sharing and service.</p>
<p>Learning from Religion</p>	<p>Talk about what we can learn from religious stories. Explain how these stories tell you about how you should behave towards other people.</p>	<p>Understand how Christians use the teachings of Jesus in their own lives. Give examples of how people use stories, texts and teachings to guide their beliefs and actions. Give an example of how Christians put their beliefs into practice in worship (e.g. by saying ‘sorry’ to God). Give examples of what difference it makes to belong to and believe in a religion. Make links between Jewish ideas of God found in the stories of the Torah and how people live. 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 simple examples of the ways a festival makes a difference, e.g. to emotions, to families. Give simple examples of ‘hidden messages’ in faith stories, or wise sayings.</p>	<p>Raise questions about what it means to live a good life and examine Sikh answers. Explore what kind of world Jesus would want. Explore the story of healing the leper (Mark 1:40-44) and talk about what this religious story tells us about the kind of world Jesus would want. Make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for their ideas. Make links between different religions, which all celebrate the triumph of goodness over evil. Make links between some commands for living from religious traditions, nonreligious worldviews and pupils’ own ideas.</p>





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<p>Reasoning (Meaning and Purpose)</p> <p>Reflections and Questions</p>	<p>Ask appropriate questions of others. Ask questions about how other people live and what they do. Find similarities and differences between the way they live and how others live.</p>	<p>Give a reason for the ideas they have and the connections they make. Talk about why some people like to belong to a sacred building or a community. Reflect on what it means to be a good follower of God. Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people. Think, talk about and ask questions about different religious beliefs and ways of living. Ask some questions about what different religions celebrate and why. Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas. Think, talk and ask good questions about big days in different religions. Ask questions and talk about messages within sacred texts and the values, behaviour and attitudes of people. Identify what they like about the stories. Ask and suggest answers to questions arising from their learning about holy books. Think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn about how to live, giving a good reason for their ideas. Notice and find out about simple similarities: special or sacred food, music, stories, gatherings prayers or gifts.</p>	<p>Consider questions about the belief that all humans are equal to God. Give good reasons why they think ceremonies of commitment are or are not valuable today. Explore how rituals, worship and festivals can encourage a reflective approach to living. Talk about why some people believe that God as ruler in their lives is a good thing and why others do not. Explore how self-discipline can help believers live. Raise questions about why believers value worship. Express their own ideas about the meaning and value of worship. Raise questions and suggest answers about whether it is good for everyone to see life as a journey, and to mark the milestones. Raise questions and suggest answers about what is good about being religious in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their ideas. Explore how non-religious people practise the values of meditation, thoughtfulness, mindfulness and kindness. Consider big questions about festivals; Is Halloween religious? Is Christmas for everyone? Evaluate the similarities and differences between different religious practices and festivals.</p>
<p>Values</p>	<p>Understand the values of peace, friendship, honesty, faith, belonging and kindness. Talk about what is good and bad. Talk about the events in their own lives and the lives of their family. Take part in school and family traditions.</p>	<p>Think, talk and ask questions about whether the ideas they have been studying have something to say to them give a good reason for the views they have and the connections they make. Think, talk and ask questions about whether they can learn anything from religious stories for themselves, exploring different ideas. Decide what they personally have to be thankful for, giving a reason for their ideas.</p>	<p>Express their own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for their views. Give good reasons for their views about the importance of values such as equality, community, tradition and respect. Make links between ideas of love, commitment and promises in religious and non-religious ceremonies.</p>





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		<p>Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too.</p> <p>Explore the values of peace, forgiveness, kindness and friendship.</p> <p>Identify how they can make a kind and caring place.</p>	<p>Make links with the value of personal reflection, saying 'sorry', being forgiven, being grateful, seeking freedom and justice in the world today, including pupils' own lives, and giving good reasons for their ideas.</p> <p>Explore how learning about religion can help us to live more harmoniously.</p>
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