



Hollinswood Primary School and
Nursery

RE Knowledge and Skills Progression
Grid

Subject Statement

RE is a way for children to acquire core knowledge and understanding of the beliefs and practices of the religions and worldviews which not only shape their history and culture, but which guide their own development. The modern world needs resilient and resourceful young people who are sufficiently confident in their own beliefs and values that they can respect the religious and cultural differences of others and contribute to a cohesive and compassionate society.

		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
AT1: Learning about religion. (I know...) AT2: Learning from Religion. (I can...)	Know about and understand	Playful RE (Unit 1) – <i>to be woven throughout YR</i> I know who celebrates what and how (SACRE Unit 2). I know some religious festivals and how they are celebrated (SACRE Unit 3) I know who I am and where I belong in my family and community (SACRE Unit 4)	I know how we say thank you for a beautiful world (SACRE Unit 5) I know that there are questions that puzzle us (SACRE Unit 7) I know we can learn from religious stories (SACRE Unit 6)	I know that we need to have respect for everyone (SACRE Unit 9) I know that different religions have different symbols of belonging (SACRE Unit 10) I know that stories are important in all religions (SACRE Unit 11)	I know who celebrates Diwali and what it means (SACRE Unit 13) I know how stories show we care about how we live our lives (SACRE Unit 14) I know that life can be like a journey (SACRE Unit 16)	I know we can learn from the stories of creation (SACRE Unit 18) I know that some people think Jesus is inspiring. (SACRE Unit 19) I know how modern-day Muslims keep the 5 pillars of Islam (SACRE Unit 20)	I know about we can learn about temptation from Christians and Muslims (SACRE Unit 21) I know that we can learn values from looking at Christians and Humanists. (SACRE Unit 23) I know that Religion can be used to help in charitable ways (SACRE Unit 24)	I know how to use words of Wisdom from Religion as guidance in my own life (SACRE Unit 26) I know that the arts can be used to express beliefs about God and Religion (SACRE Unit 27). I know how learning from religion can make communities more respectful. (SACRE Unit 28).
		N: I can name the religion I am a part of. R: I know what religion means. I know some of the celebrations we have in my family: Birthdays, Christenings, Weddings.	I can recall and name different beliefs and practices.	I can find out meanings behind beliefs and practices.	I can describe features of the religions and worldviews	I can reflect on features of the religions and worldviews I can make connections between different features of the religions and worldviews		

	Identify, investigate and respond to questions posed by, and responses offered by, some of the sources of wisdom found in religions and worldviews	I can describe the festivals I celebrate. I know I belong to a community. I know why festivals are special to people. I know some facts about Islam and I know where Christians go to worship.	I can re-tell some religious and moral stories	I can explore and discuss sacred writings and sources of wisdom and recognise the communities from which they come. I can suggest meanings to some religious and moral stories	I can describe links between stories and other aspects of the communities I am investigating	I can respond thoughtfully to a range of sources of wisdom and to beliefs and teachings.	I can understand links between stories and other aspects of the communities I am investigating by offering opinions		
	Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning	I know some of the symbols of Religion. I can name some places of worship (Temple, Church, Mosque)	I can recognise different symbols and actions which express a community's way of life.	I can recognise similarities between different religious communities.	I can describe and compare a range of beliefs, symbols and actions from a range of religious communities.		I can understand different ways of life and ways of expressing meaning, between different religious communities.		
	B: Express and Communicate	I can respond to simple questions about what a community is. I can respond to simple questions about religion.	I can ask and respond sensitively to questions about what communities do, and why.	I can identify what difference belonging to a community might make to individuals I can observe and recount in different ways expressing identity and belonging	I can describe varied examples of religions and worldviews.	Explain, with reasons, the <i>meaning</i> of religions and worldviews to individuals and communities I can suggest why belonging to a community may be valuable, in my own life.	I can explain, with reasons, the <i>significance</i> of religions and worldviews to individuals and communities	I can ask and respond to questions about what communities do, and why I can suggest why belonging to a community may be invaluable in my own life.	
	Appreciate and appraise varied dimensions of religion	I can begin to recognise some similarities between different religions and worldviews	I can recognise some similarities between different religions and worldviews and discuss sensitively.		I can explore, compare and describe similarities and differences between different religions and worldviews		I can explore, compare, describe and understand similarities and differences between different religions and worldviews		

	<p>C: Gain and deploy skills Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively</p>	<p>I can begin to ask questions to further my own understanding.</p> <p>I can show my understanding in different ways.</p>	<p>I can explore questions about belonging, meaning and truth.</p> <p>I can express my own ideas and opinions in response using words, music, art or poetry.</p>		<p>I can discuss and present my own and others' views on challenging questions about belonging, meaning, purpose and truth in creative ways.</p>	<p>I can discuss and present my own and others' views on challenging questions about belonging, meaning, purpose and truth</p> <p>I can apply ideas of my own thoughtfully in different forms including (e.g.) reasoning, music, art and poetry</p>
	<p>Enquire into what enables different communities to live together respectfully for the well-being of all</p>		<p>I can find out about examples of co-operation between people who are different.</p>	<p>I can respond with ideas to examples of co-operation between people who are different</p>	<p>I can describe ways in which diverse communities can live together for the well-being of all.</p>	<p>I can respond thoughtfully to ideas about community, values and respect</p> <p>I can understand and apply ideas about ways in which diverse communities can live together for the well-being of all.</p>
<p>Key Vocabulary</p>	<p>Vocabulary that could be included at each stage (not an exhaustive list) A full list of vocabulary for each unit can be found in the accompanying SACRE unit guides.</p>	<p>General vocabulary: world, people, belief, behave, God, nature, learning, fellowship, love, caring, sharing, friendship, forgiving, goodness, generosity, kindness, earth, litter, view, feelings, welcome, important, values, sense, significance, practices, explore, gift, attend, meanings, purpose and truth, neighbour, expression, symbol, celebrate, believe, special, sacred book, miracle, prayer, angel, festival, celebration, religion, belonging, Me, I, family, promise, worship, artefacts, place of worship, artefact.</p> <p>Religion Specific Vocabulary: Christianity: Christian, The Bible, God, Christmas, baptism, cross, christening, church, Jesus, disciple Islam: Muslim, Allah, Kaaba, mosque, wudu, calligraphy, muezzin, mihrab, prayer mat.</p>		<p>General Vocabulary: As before plus:- faith, metaphors, reflect, peaceful, humanity, heal, values, freedom, guidance, awe, community, solution, conscience, celebrate, festival, sacred, devotion, shrine, ritual, symbol, triumph, life, death, soul, creator, genesis, father, Mystery. Ultimate question, origins, evolution, creation, science, faith.</p> <p>Religion Specific Vocabulary. Christianity: Jesus, Bible, resurrection, heaven, church, psalms, community, fellowship, caring, sharing, friendship, forgiving, goodness, generosity, kindness, inspire. Hindu/Sikh: Diwali, Hindu, Hinduism, Sikh, Sikhism, Khalsa, Rangoli patterns, Diva lamps and Puja Tray, deities, deity, River Ganges, Gurdwara, Golden Temple, langar, The Shema, Guru Nanak, Krishna, Lakshmi, Aum, Darkness, light, Rama, Sita, Islam: Muslim terms: Imam, Qur'an, Makkah, The Prophet Muhammad (PBUH), Allah, Adhan, Aqiqah, The Five Pillars: Shahadah, Salah, Zakah, Sawm, Hajj.</p>		<p>General Vocabulary: As before plus:- good and evil, right and wrong, temptation, peace between people and God, honesty, consequences, personal responsibility, reciprocity, atheism, fundraising, fairness, being empowered, Emergency aid, development</p> <p>Religion Specific Vocabulary. Christianity: Gospel, Temptation Islam: submission, Shaytan, Almsgiving, Zakat, Ummah, generosity.</p> <p>General Vocabulary: As before plus:- appreciation, reflection, stillness, quietness, learning from silence, the gift of peace, expression, art, vision, dreams, tolerance, moral choice, dilemmas, sensitivity, respect, acceptance, enlightenment, compassion, awareness/self-awareness, sacred.</p>

RE Information Sheet

	People	Places	Resources
Christianity	<p>Diverse Images of Christ – this pinterest page has artwork depicting the image of Christ from different countries i.e. Africa, Egypt. https://www.pinterest.co.uk/disciplesfcm/multicultural-image-resources/</p> <p>Significant Women in the Bible: This resource gives information as a starting point https://www.bl.uk/sacred-texts/articles/women-and-christianity</p> <p>Famous Christians: Info on famous Christians from across the globe and from different cultures and backgrounds. https://www.biographyonline.net/people/famous/christians.html https://www.imdb.com/list/ls043053386/</p>	<p>Virtual Church Tours from across the globe https://www.churchpop.com/2014/08/10/12-amazing-virtual-tours-of-the-worlds-most-spectacular-churches/</p>	<p>MDT Resource library</p> <p>Telford Church: Contact Pam Spellen https://www.telfordminster.org.uk/</p> <p>A biblical view of disability – includes bible passages with references to disabilities. https://www.churchpop.com/2014/08/10/12-amazing-virtual-tours-of-the-worlds-most-spectacular-churches/</p> <p>Gender Equality in Christianity – this is a GCSE resource but contains interesting information as a starting point. https://www.bbc.co.uk/bitesize/guides/zxwd3k7/revision/1</p> <p>British Library Discovering Sacred Texts The British Library (bl.uk)</p>
Islam	<p>Famous Muslims: Info on famous Muslims from across the globe and from different backgrounds. https://www.buzzfeednews.com/article/erinlarosa/famous-muslims-on-what-their-faith-means-to-them https://edition.cnn.com/interactive/2018/05/us/influential-muslims/</p> <p>Women in Islam: This website contains interesting artwork depicting female Muslims. https://www.globalfundforwomen.org/9-inspiring-muslim-women-shattering-stereotypes/</p>	<p>3d Tours of Mosques around the world http://www.3dmekanlar.com/en/suleymaniye-mosque.html</p> <p>Birmingham Central Mosque – Visits https://centralmosque.org.uk/services/visits-tours/</p> <p>Masjid e Usman, Smethick http://www.masjidusman.org.uk/our-services/visits-tours/</p>	<p>MDT Resource library</p> <p>Disability in Islam: How Muslims view disability, https://aboutislam.net/family-life/your-society/muslims-look-disability/</p> <p>British Library Discovering Sacred Texts The British Library (bl.uk)</p>
Sikhism	<p>Equality within the Sikh Community https://www.bbc.co.uk/bitesize/guides/zjq9dxs/revision/9 https://www.bbc.co.uk/bitesize/guides/zmcf3k7/revision/2</p> <p>Women in Sikh history https://www.sikhpa.com/five-important-women-in-sikh-history/</p> <p>Sexual Orientation (not a class based resource but useful reading/images)</p>	<p>Gurdwara Tours: https://www.p4panorama.com/Gallery.aspx/guru-nanak-darbar-dubai-360/ https://www.thegrid.org.uk/learning/re/virtual/sikh/index.shtml</p> <p>Sacred Sikh places: https://www.bl.uk/sacred-texts/articles/sikh-sacred-places</p>	<p>MDT Resource library</p> <p>http://www.sikheducationsservice.co.uk/</p> <p>British Library Discovering Sacred Texts The British Library (bl.uk)</p>

	https://feminisminindia.com/2019/06/14/a-brief-history-of-the-pride-turban-and-the-importance-of-visibility-of-queer-sikhs/		
Hinduism	<p>Women in Hinduism: https://www.bbc.co.uk/bitesize/guides/zvrsv9q/revision/10#:~:text=The%20Vedas%20hold%20women%20in,religious%20activities%20of%20the%20family.</p> <p>Hindu Diversity: https://www.reonline.org.uk/subject-knowledge/hinduism/hindu-diversity/</p>	<p>Monastery Tour and images. https://www.himalayanacademy.com/visit/virtual-tour Shree Swaminarayan Mandir Virtual Tour http://resources.hwb.wales.gov.uk/VTC/ngfl/re/cardiff_hindu_virtual_tour/e_index.htm Inside a Hindu Temple https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-my-life-my-religion-hinduism-inside-hindu-temple/zbf2t39</p>	<p>MDT Resource library</p> <p>Hinduism at a glance: http://www.bbc.co.uk/religion/religions/hinduism/</p> <p>Hindu Images: https://www.pinterest.ca/srajpaul/hinduism/</p> <p>British Library Discovering Sacred Texts The British Library (bl.uk)</p>
General/ Cross Faith	<p>Anti Racism in RE: https://www.natre.org.uk/about-natre/projects/anti-racist-re/?fbclid=IwAR0VwwwvcUPvGquONkk1r2bHj_rVi79ZnNq_B8-ycPycoF-ZDpLLC9fIHeg</p> <p>Disability in the eyes of religion: https://www.myhandicap.com/en/information-disability-chronical-illness/health/mental-health/disability-religion/</p> <p>Religious Stories/Images: https://www.natre.org.uk/resources/re-today-story-collection/</p> <p>British Library Discovering Sacred Texts The British Library (bl.uk)</p>		
	Notes for Teachers: Lots of these resources are for information only and not classroom resources.		