

Cudham Religious Education Progression of Knowledge and Skills Document



	EYFS	KS1	LKS2	UKS2
God		Key Question: What do Christians believe God is like? Cycle A Tell the story of the Lost Son from the Bible simply, and recognise a link with the concept of God as a forgiving Father. Give clear, simple accounts of what the story means to Christians. Give at least two examples of a way in which Christians show their belief in God as loving and forgiving; for example, by saying sorry; by seeing God as welcoming them back; by forgiving others. Give an example of how Christians put their beliefs into practice in worship; by saying sorry to God, for example. Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas	Key Question: People of God – What is it like to follow God? Cycle A Make clear links between the story of Noah and the idea of covenant. Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony. Make links between the story of Noah and how we live in school and the wider world.	Key Question: What does it mean if God is loving and holy? Cycle A Christians believe God is omnipotent, omniscient and eternal, and that this means God is worth worshipping. 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 loving, forgiving, and full of grace. 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 Christians believe God loves people so much that Jesus was born, lived, was crucified and rose again to show God's love.
Creation	Key Question: Why is the word 'God' so important to Christians? Christians believe that the word 'God' is important as the name of someone very important Christians believe that God is the creator of the universe and all that is in it, including people and animals, Christians show that God is important to them in church when they gather together to pray to God and to sing his praise. Christians are taught to respect God's name and use it with love and care because God is holy and great. Christians	Key Question: Who made the world? Cycle B Retell the story of creation from Genesis 1:1–2.3 simply. Recognise that 'Creation' is the beginning of the 'big story' of the Bible. Say what the story tells Christians about God, Creation and the world. Give at least one example of what Christians do to say thank you to God for the Creation. Think, talk and ask questions about living in an amazing world.	Key Question: What do Christians learn from the creation story? Cycle B Place the concepts of God and Creation on a timeline of the Bible's 'Big Story'. Make clear links between Genesis 1 and what Christians believe about God and Creation. 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.) Ask questions and suggest answers about what might be important in the creation	Key Question: Creation and science: conflicting or complementary? Cycle B 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

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	believe that they should care for God's world.		story for Christians living today, and for people who are not Christians.	discoveries of science make Christians wonder even more about the power and majesty of the Creator
Incarnation	Key Question: Why do Christmas perform nativity plays at Christmas? Christians believe that Jesus is God and that he was born as a baby in Bethlehem. 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). Christians celebrate Jesus' birth; Advent for Christians is a time of getting ready for Jesus' coming.	Key Question: Why does Christmas matter to Christians? Cycle A Explain what is special about Jesus' birth. Explain how Christians get ready for Christmas. Explain how Christians celebrate Christmas. Say what they are thankful for.	Key Question: What is the Trinity (core learning)? Cycle B Christians believe God is Trinity: Father, Son and 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 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. Christians worship God as Trinity. It is a huge idea to grasp and Christians 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 Key Question: What is the Trinity (digging deeper)? Cycle B Christians believe God is Trinity: Father, Son and Holy Spirit. Christians believe the Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers. Jesus, the Son of God, is seen by Christians as revealing what God the Father is like. Understanding God is challenging; people spend their whole lives learning more and more about God.	Key Question: Was Jesus the Messiah? Cycle A Explain the place of Incarnation and Messiah within the 'big story' of the Bible. Identify Gospel and prophecy texts, using technical terms. Explain connections between biblical texts, Incarnation and Messiah, using theological terms. Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas. Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible. Weigh up how far 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.

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			Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus.	
Gospel		Key Question: What is the good news that Jesus brings? Cycle A Tell stories from the Bible and recognise a link with a concept of 'Gospel' or good news. Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians. Recognise that Jesus gives instructions to people about how to behave. Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless. Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession). 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, exploring different ideas.	Key Questions: What kind of world did Jesus want? Cycle A Christians believe Jesus challenges everyone about how to live — he sets the example for loving God and your neighbour, putting others first. Jesus shows love and forgiveness to unlikely people. 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 Jesus challenges people who pretend to be good (hypocrisy) and shows love and forgiveness to unlikely people.	Key Question: What would Jesus Do? Cycle B Identify features of Gospel texts (for example, teachings, parable, narrative). Taking account of the context, suggest meanings of Gospel texts studied, and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations. Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives. Relate biblical ideas, teachings or beliefs (for example, about peace, forgiveness, healing) to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights of their own.
New Testament Stories	Key Question: Which stories are special and why? (New Testament) I can retell at least two accounts of Jesus meeting different people. I can talk about the way Jesus taught about how people should live their lives. I can talk about friendship and forgiveness in my own life I can retell at least two parables that Jesus told. I can talk about how parables are special stories that have a message that teaches Christians more about God.			

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	I can talk about love and kindness in my own life I can retell at least two accounts of the miracles Jesus performed. I can talk about how Jesus' miracles teach Christians more about who Jesus is and why he is special. I can talk about peace in my own life			
Salvation	Key Question: Why do Christians put a cross in an Easter Garden? Christians remember how the crowds welcomed Jesus on Palm Sunday Christians remember the sadness of Jesus dying on Good Friday Christians remember the surprise and happiness of Easter Sunday because Jesus did not stay dead Christians use special symbols and have special customs connected to Jesus' death and resurrection over the Easter period Christians believe that the cross is a very special symbol reminding them that they can be glad to have Jesus to help them to make a new start when they do things wrong	Key Question: Why does Easter matter to Christians (core learning)? Cycle B Recognise that Incarnation and Salvation are part of a 'big story' of the Bible. Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people). Recognise that Jesus gives instructions about how to behave. Give at least three examples of 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 has anything to say to them about sadness, hope or heaven, exploring different ideas Key Question: Why does Easter matter to Christians (digging deeper)? Cycle B Recognise that God, Incarnation, Gospel and Salvation are part of the 'big story' of the Bible. Tell stories of Holy Week and Easter and make a link with the idea of Salvation (Jesus rescuing people). Give at least three examples of how Christians show their beliefs about Jesus as saviour in church worship.	Key Question: Why do Christians call the day that Jesus died 'Good Friday'? Cycle B Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection. The various events of Holy Week, 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.	What did Jesus do to save human beings? Cycle A Outline the timeline of the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it. Explain what Christians mean when they say that Jesus' death was a sacrifice, using theological terms. Suggest meanings for narratives of Jesus' death/resurrection, comparing their ideas with ways in which Christians interpret these texts. Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper. Show how Christians put their beliefs into practice. Weigh up the value and impact of ideas of sacrifice in their own lives and the world today.

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		Think, talk and ask questions about whether the text has something to say to them (for example, about whether forgiveness is important), exploring different ideas.		
Kingdom/ People of God			Key Question: When Jesus left, what was the impact of Pentecost? Cycle A 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 by 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	Key Question: How can following God bring freedom and justice? Cycle A Explain connections between the story of Moses and the concepts of freedom and salvation, using theological terms. Make clear connections between Bible texts studied and what Christians believe about being the People of God and how they should behave. Explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others. 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 Key Question: What kind of king is Jesus? Cycle B Explain connections between biblical texts and the concept of the Kingdom of God. Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations. Make clear connections between belief in the Kingdom of God and how Christians put their beliefs into practice in different ways, including in worship and in service to the community. Relate Christian teachings or beliefs about God's Kingdom to the issues, problems and opportunities of their own lives and the life of their own community in the world

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				today, offering insights about whether or not the world could or should learn from Christian ideas.
Universal		Key Question: How should we care for others and the world, and why does it matter? Cycle B Consider the idea that we all have special gifts we can use to benefit others Understand that each person is unique and important Understand that friendship comes with benefits and responsibilities in the ways in which people care for others Read stories about how some people have been inspired to care for people because of their religious beliefs Look carefully at some texts from different religious scriptures about the 'Golden Rule' Explore Genesis and creation stories Understand why looking after the world is important to religious believers		Key question: What can be done to reduce racism? Can religion help? Cycle B Explain how different religious leaders have responded to the challenges of racism in and beyond their own communities. Consider and evaluate the significance of at least three key ideas about racism they have studied, in relation to their own ideas. Express ideas about a religious question to do with reducing prejudice and racism, e.g. through the creative arts or in reasoned argument.
Humanism		Key Question: What is Humanism? Cycle A Explain who Humanists are. Describe what Humanists believe makes us special. Know that the symbol for Humanism is The Happy Human. Know that Humanists chose this as their symbol because being happy is really important. Understand that there are different ways to be happy. Explain the difference between reason and empathy. Know what the golden rule is.	Key Question: What is Humanism? Cycle A Explain who Humanists are. Describe what Humanists believe makes us special. Understand that there are different ways to be happy. Explain the difference between reason and empathy. Know what the golden rule is. Know that Humanists celebrate key moments in their lives. I can talk about what happens at a Humanist wedding.	Key Question: What is Humanism? Cycle B Explain what makes someone a humanist. Know that most humanists believe human beings evolved over time. Understand that humanists believe science is the best method to understand the universe. Know that humanists adapt or change their beliefs when faced with new evidence. Know that humanists believe there is no persuasive evidence for the existence of a god or gods. Understand that atheism is no belief in a god or gods.

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		Know that Humanists celebrate key moments in their lives. Talk about what happens at a baby's naming ceremony	I can identify some similarities and differences between a Christian wedding and a Humanist wedding. Know that Humanists do not have a place of worship and why. Understand that Humanists celebrate humanity's achievements – intellectual, technological and creative. Name some of the shared values Humanists hold. Know that Humanists care about the environment and want to protect it. Know that most Humanists believe that human beings can make the world a better place.	Know that being agnostic means that you are unsure and cannot know whether there a god or gods exist. Explain that humanists believe that you can be good and live a happy life without the need for a god or gods. Understand that humanists can experience spiritual moments. Know that not all humanists would describe an experience as spiritual. Understand that for a humanist, spiritual moments are not connected to a god or gods or the supernatural. Know that for humanists, nature and the world around them can be a source of excitement and beauty. Know that humanists believe science helps reveal and enhance nature's hidden beauty.
Other religions	Key Question: Which stories are special and why? World faith stories (Meeting Children of faith) Jewish people believe in one God, who forgives people when they say sorry. Jewish stories are written in the Torah. Stories in the Torah are also found in the Old Testament of the Bible, so are special to Christian and Jewish people. Muslim people believe in one God, Allah, who made the world and wants people to care for it. Some Muslim stories are written in the Qur'an. Hindu people believe in one supreme being Brahman in the forms of many deities. Hindu stories are found in many sacred books.	Key Question: Who is Jewish and what do they believe (Part 1)? Cycle A Know about how the Mezuzah in the home reminds Jewish people about God. Make links between some Jewish teaching and how Jewish People live. Know that Shabbat is a special day of the week for Jewish people, and can give examples of what Jewish people might do to celebrate Shabbat. Express their own ideas about the value of times of reflection, thanksgiving, praise and remembrance, in light of their learning about why Jewish people chose to celebrate in these ways. Key Question: Who is Jewish and what do they believe (Part 2)? Cycle A Retell the story of Chanukah.	Key Question: What is important to Sikh people? Cycle A Sikhs believe that there is only one God, who they have several names for. (Waheguru) Sikhs try to put the teachings and examples of the 10 gurus into daily practice by living a good life, treating everyone equally and sharing all they have. It is important for Sikh's to belong to a community of believers called the Khalsa. Khalsa Sikhs wear 5 articles of faith which reminds them of their faith and duty as a Sikh. Key Question: How do Sikh people worship and celebrate? Cycle A Describe Sikh worship and suggest the significance of each part of it.	Key Question: What does it mean to be a Muslim in Britain today (Part 1)? Cycle A To make connections between Muslim practice of the Five Pillars and their beliefs about God and the prophet Muhamed. Explain how each Pillar might affect the life of a Muslim. Make connections between the key functions of the mosque and the beliefs of Muslims. Describe the forms of guidance a Muslim uses and compare them to experience. Commit thoughtfully on the value and purpose of religious practice and rituals in a Muslim's daily life. Key Question: What does it mean to be a Muslim in Britain today (Part 2)? Cycle A

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	Sikh people learn about God wants them to behave through the example of Guru Nanak. (Guru means teacher) The Guru Granth Sahib tells stories of Guru Nanak and the other Gurus.	Suggest what this story shows Jewish people about God. Explain how Channukah is a special time for Jewish people. Explain why the Synagogue is a special place for Jewish people. Express their own ideas about the value of times of reflection, thanksgiving, praise and remembrance, in light of their learning about why Jewish people chose to celebrate in these ways. Key Question: Who is a Muslim and what do they believe (Part 1)? Cycle B Understand some of the simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah. Re-tell a story about the life of the Prophet Muhammad. Recognise some objects used by Muslims and suggest why they are important. Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel. Find out about and respond with ideas to examples of cooperation between people who are different. Key Question: Who is a Muslim and what do they believe (Part 2)? Cycle B Understand some of the simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah. Re-tell a story about the life of the Prophet Muhammad. Recognise some objects used by Muslims and suggest why they are important.	make clear links between the teachings of the Guru Granth Sahib and seva. describe some of the same / different things Sikhs' do which show equality in the Langar. Explain what happens at Vaisakhi and why Sikhs' celebrate it. Discuss reasons why being a Sikh is a good thing in Britain today and reasons why it might be hard sometimes Key Question: What does it mean to be a Hindu in Britain today (Part 1)? Cycle B Describe some examples of what Hindus do to show their faith and make connections with some Hindu beliefs and teachings about aims and duties in life. Describe some ways in which Hindus express their faith through puja, aarti and bhajans. Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes. Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others. Key Question: What does it mean to be a Hindu in Britain today (Part 2)? Cycle B Describe some examples of what Hindus do to show their faith and make connections with some Hindu beliefs and teachings about aims and duties in life. Describe some ways in which Hindus express their faith through puja, aarti and bhajans. Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes.	To make connections between Muslim practice of the Five Pillars and their beliefs about God and the prophet Muhamed. Explain how each Pillar might affect the life of a Muslim. Make connections between the key functions of the mosque and the beliefs of Muslims. Describe the forms of guidance a Muslim uses and compare them to experience. Commnet thoughtfully on the value and purpose of religious practice and rituals in a Muslim's daily life. Offer own views and ideas on the value and importance of Pilgrimage, fasting, charity and celebrations in the life of a Muslim. Describe and reflect on the significance of the Holy Qu'ran to Muslims. Explain what different people think it means to be a Muslim. Key Question: What does it mean to be Jewish in Britain today? Cycle B Make connections between Jewish practice, teachings from the Torah and their beliefs about God. Give examples of Jewish festivals and describe how they impact Jewish people today. Explain the meaning and significance of Jewish rituals and practices. Commnet thoughtfully on how the role of women varies within the Jewish community.
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		Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel. Find out about and respond with ideas to examples of cooperation between people who are different.	Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others	
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End Points – Skills (Diocese of Rochester)		
EYFS	Talk about ... things, places, times, feelings, what people do. Think about ... Recognise some ... Identify some ... Say what ... Recall some simple stories Recall what happens Get to know and use appropriate words to talk about their thoughts and feelings Give examples linked to their own lives Share and record occasions when things have happened in their lives Say why something is special Retell a simple story	
Key Stage 1	Expected Talk about some simple ideas Retell a story Talk about issues Ask and suggest some good questions Offer ideas of their own Recognise some objects and suggest why these are important Identify some ways Describe some ways Collect examples Give an account Use creative ways to express their own ideas	Exceeding Make links between what xxx taught and what xxx believe. Respond thoughtfully Express own ideas about xxx in light of their learning Suggest their own ideas Suggest meanings Identify some similarities and differences Answer the title question thoughtfully Give examples of ways

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Lower Key Stage 2	Emerging Identify beliefs Retell and suggest the meanings of stories Recall and name Recognise	Expected Describe some ways Ask questions and suggest some of their own responses Suggest why Identify how Make connections between stories Give examples of how and suggest reasons why Discuss their own and others ideas Explore and suggest ideas Link up some questions and answers	Exceeding Identify some similarities and differences Discuss and present their own ideas about why Express their own understanding Present their own ideas about attitudes Make between key concepts and the big story of the Bible Consider and evaluate Suggest how and why Express ideas
Upper Key Stage 2	Emerging Define the term Give two reasons Recall Find out Respond with their own ideas Identify the Describe	Expected Outline clearly Give examples of ways Express thoughtfully Present different views Express their own understanding / ideas Explain the impact Explain some similarities and differences between ideas Explain some reasons why Make connections between Suggest some reasons why Describe and reflect	Exceeding Explain how xxx disagree and interpret things differently Explain the links between ... giving reasons why Enquire into ... using evidence and examples Interpret a range of ... Investigate and explain ... expressing their own ideas Examine the title question from different perspectives including their own. Apply ideas .. Consider and evaluate