

Religious Education Knowledge and Skills Grid.

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Year 1 and 2	Year 3 and 4	Year 5 and 6	
Religion focus	Christianity, Islam and Judaism.	<i>Christianity, Islam and Judaism.</i> Hinduism and Sikhism.	<i>Christianity, Islam and Judaism.</i> <i>Hinduism and Sikhism.</i> Buddhism and Non-religious worldwide views.
Stories	<ul style="list-style-type: none"> • Learn about Christian stories that are in the bible. <ul style="list-style-type: none"> • The Lost Sheep. • The Prodigal Son. • The Pharisee and the Tax-collector. • The Good Samaritan. • Jonah and the Whale. • David and Goliath. • Enquire into how these stories may be interpreted and what values and beliefs they may be expressing. • Learn about stories associated with other religious tradition. • Enquire into what values, beliefs or meaning these stories may also be expressing. 	<ul style="list-style-type: none"> • Learn about Christian stories that are in the Bible. Revisit some of the stories from KS1 to deepen understanding of how these stories can be interpreted. • Begin learning about other New Testament Stories. <ul style="list-style-type: none"> • Zacchaeus the tax collector. • Feeding the five thousand. • The Centurion's Servant. • St Francis and the Wolf. • Buddha and the Wounded Swan. • Enquire how stories may be interpreted and what values and beliefs they may be expressing. • Learn about stories associated with other religious tradition. 	<ul style="list-style-type: none"> • Learn about other New Testament stories. <ul style="list-style-type: none"> • The Unforgiving Servant. • The healing of the blind man. • Learn about Bible stories which are part of the shared Judaic-Christian tradition. <ul style="list-style-type: none"> • The Creation Story. • Adam and Eve. • Noah's Ark. • Moses • The Ten Commandments.
Holy Books		<ul style="list-style-type: none"> • Learn about the Bible as the holy book of Christianity. Children should learn that for Christians the Bible is made up of two main sections, of which there is material which pre-dates the life of Jesus and is sacred to both Jews and Christians. • Understand the Bible is divided into named books, numbered chapters, and numbered verses. • Explore the Christian belief that the Bible is 'holy' and that individuals have received divine revelation or have been divinely inspired. 	<ul style="list-style-type: none"> • Learn about stories associated with certain books of the Bible, for example, Genesis, Exodus, and the Gospels. • Explore the idea of literal and non-literal or symbolic interpretation of scriptural passages. • Learn about the holy book or scriptures associated with other religions.
Artefacts	<ul style="list-style-type: none"> • Recognise Christian artefacts, for example, the cross, the Bible, images of Jesus and artefacts associated with key Christian celebrations – a manger scene, an Easter egg. • Explain how and when artefacts may be used and why they are of religious importance to Christians. • Explore artefacts associated with at least on other religious tradition. • Ask questions about the values and beliefs these artefacts may represent or express. 	<ul style="list-style-type: none"> • Recap religious artefacts from KS1. • Explain how and when artefacts may be used and why they are of religious importance. • Explore artefacts associated with Hinduism and Sikhism. • Ask questions about the values and beliefs these artefacts may represent or express. 	<ul style="list-style-type: none"> • Recap religious artefacts from previous key stages. • Explain how and when artefacts may be used and why they are of religious importance. • Explore artefacts associated with Buddhism and non-religious world-wide views. • Ask questions about the values and beliefs these artefacts may represent or express.
Places of worship / worship	<ul style="list-style-type: none"> • Learn about the church as a place used for Christian worship. • Explore the atmosphere in a church, how and why Christian's worship together and how and why special events like baptism are celebrated in a church. • Recognise features found in churches like a cross, images of Jesus, the font, the alter and the lectern. • Know how at least one of these features may be used and should explore why it is religiously important. • Explore a place of worship associated with the other religions. 	<ul style="list-style-type: none"> • Learn about Christian worship. • Explore different types of prayer – praising (devotional) prayer, asking (petitionary) prayer. • Explore the Lord's Prayer as a model for prayer involving devotion, confession, and petition. • Learn about worship across religions. • . 	<ul style="list-style-type: none"> • Gain a deeper understanding of the different types of prayers and, for example, consider whether asking for some things might be appropriate while other things might not. • Learn about Holy Communion, the symbolism involved in the ceremony, the idea of a fellowship meal and the idea of Christ being present. • .
Festivals	<ul style="list-style-type: none"> • Explore the Christian festivals of Christmas and Easter. • Learn the outline of the Christmas and Easter story and explore what these stories suggest or mean. • Learn about some of the traditions, symbols, special food, and beliefs associated with these two festivals. 	<ul style="list-style-type: none"> • Learn about Christian festivals. Revisit the festivals of Christmas and Easter. • Explore the idea that Christmas is the time of peace and goodwill, a time for putting aside disagreements and of seeking reconciliation or the belief that Easter was a victory when good triumphed over evil. • Explore festivals in other religions. 	<ul style="list-style-type: none"> • Learn about festivals in other religions.

	<ul style="list-style-type: none"> Explore at least one festival which is celebrated by at least on other religious tradition. 		
Leaders of religion		<ul style="list-style-type: none"> Learn about Jesus of Nazareth as the founder of Christianity. Have knowledge about mainstream Christian view that Jesus was God living on earth in human form, that Jesus was saviour, and that Jesus is the second person in the Trinity which consists of the Father, the Son (Jesus Christ) and the Holy Spirit. Learn about the leader of religion in at least one other religious tradition. 	<ul style="list-style-type: none"> Have a reasonably secure knowledge of events in Jesus' life like the story of his birth, his baptism, his entry into Jerusalem, the last supper, his death, and his resurrection. Learn that Jesus showed a particular concern for the marginalised and rejected as reflected in his attitude towards people like Zacchaeus the tax collector and the Roman Centurion whose servant was sick. Have knowledge about Christian beliefs of Jesus, for example, that Jesus is not in the Christian tradition merely a prophet of God and he was not just a wise man who taught about God or that Jesus was a moral teacher who taught about what was right or wrong.
Beliefs/ People of faith	<ul style="list-style-type: none"> Learn about beliefs central to religion. Enquire into how religious faith may influence the lives of people Learn about the life and work of people who have been motivated or inspired by their faith. <ul style="list-style-type: none"> Nelson Mandela Desmond Tutu Grace Darling 	<ul style="list-style-type: none"> Learn about beliefs central to religion. Enquire into how religious faith may influence the lives of people Learn about the life and work of people who have been motivated or inspired by their faith. <ul style="list-style-type: none"> Thomas Barnardo Mary Seacole Malala Yousafzai 	<ul style="list-style-type: none"> Learn about beliefs central to religion. Enquire into how religious faith may influence the lives of people Learn about the life and work of people who have been motivated or inspired by their faith <ul style="list-style-type: none"> Harriet Tubman Martin Luther King Dalai Lama
Learning from religion	<p>Across all strands, children should be able to:</p> <ul style="list-style-type: none"> Share thoughts and views in response to; <ul style="list-style-type: none"> Any message or moral the stories may be expressing. What they have learnt about holy books. Their enquiries into worship. The beliefs that festivals often celebrate. Their beliefs held about leaders of religion. Learn how to support their views and beliefs making use of reasons that are clear and logical 		
Vocabulary to be covered	<ul style="list-style-type: none"> religion, faith, symbol, worship, Christian, Christianity, God, prayer, church, belief, Jesus, stories, advent, alter, baptism, Christmas, Easter, Holy Week, Muslim, Islam, mosque, Muhammad, Qur'an, Allah, hajj, hijab, imam, Ramadan, five pillars, Halal, Imam, Judaism, rabbi, synagogue, Sukkot, Hannukkah, Hebrew, kippah, menorah, Torah, Rosh Hashanah, Diwali, 	<ul style="list-style-type: none"> New Testament, gospel, Holy Spirit, lectern, mass, Maundy Thursday, minister, Palm Sunday, pope, priest, vicar, Aum, Brahma, Ganesha, guru, Holi, Krishna, Lakshmi, Mandir, mantra, navaratri, Rama, puja, Sanskrit, Sita, Gurdwara, Guru Nanak, five k's;kachera, kangha, Kara, kesh, kirpan, 	<ul style="list-style-type: none"> Anglican, Protestant, catholic, agnostic, atheist, creationist, evolution, humanism, Roman Catholic, Bodhi tree, Four noble truths, Buddha, Dalai Lama, Eightfold path, mantras, vihara,