

Skills Progression for RE

YrR	Skills	Knowledge		Tier 3 vocab	Tier 2 vocab	Possible links to SMSC (inc cultural capital)
		Christianity	Other religion			
	<p>Explore a range of religious stories</p> <ul style="list-style-type: none"> • (Chosen by schools) • • <p>sacred texts and talk about their meaning</p> <p>Name and explore a range of celebrations,</p> <p>Reflect on how spiritual and moral values relate to their own behaviour</p> <p>Identify what matters to them and others</p>	<p>Christmas story</p> <p>Easter story</p>		<p>Bethlehem, Inn keeper, manger, gold, Frankincense, Myrrh, nativity</p>	<p>Christmas, journey, angles, star, camels, kings, shepherds, stable</p>	
Yr1	Skills	Christianity	Hinduism	Tier 3 vocab	Tier 2 vocab	Possible links to SMSC (inc cultural capital)
	<p>Explore a range of religious stories</p> <ul style="list-style-type: none"> • (Chosen by schools) • • <p>sacred texts and talk about their meaning</p>	<p>-Christmas</p> <p>-Easter</p> <p>disciples, Good Friday, Easter day</p> <p>-The Bible</p> <p>-Preaching and teaching in Church</p> <p>-Stories, poems and sayings</p> <p>Jesus, a special person for Christians, following him changes people lives</p> <p>-The Church, a community of</p>	<p>See Cornwall Agreed Syllabus for Religious Education 2014 p31 for specifics</p> <p>https://www.cornwall.gov.uk/media/9227047/Agreed-syllabus-2014.pdf</p> <p>Concepts, truths and Values</p> <p>-Represented through many different images, Rama, Krishna, Shiva, Ganesha, linked to ancient stories.</p> <p>Values</p> <p>-Devotion to God</p> <p>-Respect for Mother and Mother Earth</p> <p>-Respect for Fathers and ancestors</p> <p>-Respect and care for other people and all living things</p>	<p>Bethlehem, Inn keeper, manger, gold, Frankincense, Myrrh, nativity</p> <p>Disciples, Good Friday, feast, betrayed, cross, tomb</p> <p>Sacred, lectern</p> <p>Community, Pews</p> <p>Font and water, Alter</p> <p>Bibles, Candles, Cross/crucifix</p>	<p>Christmas, journey, angles, star, camels, kings, shepherds, stable</p> <p>Easter</p> <p>Church</p>	

Skills Progression for RE

<p>Identify and suggest meaning for religious symbols and use a range of religious words.</p> <p>Explore how faith communities make a difference to communities in Cornwall</p> <p>Reflect on how Cornwall is shaped by its religious traditions</p> <p>Recognise that religious teachings and ideas make a difference to individuals, families and the community.</p> <p>Reflect on how spiritual and moral values relate to their own behaviour</p> <p>Identify what matters to them and others</p> <p>Ask and respond to puzzling questions, communicating their ideas</p>	<p>believers, variety of buildings -Items found in the local Church: Pews Font and water, Alter Bibles Musical instruments Candles Cross/crucifix</p> <p>-Special people and festivals, Famous Christians who set an example for others to follow (St Piran, St Petroc, Cornish Saints) -Local stories and places of importance near the school -Celtic crosses -Wonders of the natural world</p> <p>-Can be done in the context of relationships with family, friends and caring for others -Christians believe that everyone is important and of equal value -Christians try to follow the example of Jesus, especially his teaching on love and forgiveness</p> <p>-Christians believe that everyone is important and of equal value -Christians try to follow the example of Jesus, especially his teaching on love and forgiveness</p>	<p>-Importance of honesty and truthfulness</p> <p>Family, community and traditions Hindu traditions Importance of family The community as a family</p> <p>Worship Festivals Puja in the home -The shrine -The Arti ceremony -Prashad (food blessed and served after prayer)</p> <p>Scriptures Important scriptures -Veda -Bhagavad Gita -Ramayana</p> <p>Stories about Rama and Krishna</p> <p>Where followers are found locally, nationally and globally</p>	<p>Community, Saint, festival, Celtic crosses, tradition, beliefs, coast</p> <p>Equality, forgiveness</p> <p>Spiritual, morals</p>	<p>Celebration, Cornwall, Cornish, special, important, sea</p> <p>Family, friends</p> <p>Behaviour</p> <p>Use of sentence stems I think that... I agree with... I disagree with... I wonder if...</p>	
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Skills Progression for RE

Yr2	Skills	Knowledge		Tier 3 vocab	Tier 2 vocab	Possible links to SMSC (inc cultural capital)
		Christianity	Judaism			
	<p>Explore a range of religious stories</p> <ul style="list-style-type: none"> (Chosen by schools) <p>sacred texts and talk about their meaning</p> <p>Name and explore a range of celebrations, worship and rituals in religion, noting similarities</p> <p>Explore how religious believers communicate with God, each other and those from the wider community.</p> <p>Reflect on and consider religious and spiritual feelings, experiences and concepts such as worship, wonder,</p>	<p>Description of God</p> <ul style="list-style-type: none"> -Father -Son -Holy spirit -Creator <p>Jesus as a historical figure, Jesus as a healer. (The two greatest commandments)</p> <ul style="list-style-type: none"> -Christmas -Easter <p>disciples, Good Friday, Easter day, Ascension, Pentecost</p> <ul style="list-style-type: none"> -The Bible -Preaching and teaching in Church -Stories, poems and sayings -Christians read from it regularly to inform their faith <p>Liturgical colours linked to the Church calendar, key events in Jesus' life.</p> <p>Advent, Christmas, Lent, Easter</p> <p>How people worship</p> <p>Reading the Bible (at Church and at home)</p> <p>Teaching</p> <p>Singing</p> <p>Prayer</p> <p>Baptism</p> <p>Weddings</p>	<p>See Cornwall Agreed Syllabus for Religious Education 2014 p32 for specifics</p> <p>https://www.cornwall.gov.uk/media/9227047/Agreed-syllabus-2014.pdf</p> <p>G-d</p> <p>Jewish beliefs about God</p> <p>G-d is the one</p> <p>G-d is the creator</p> <p>G-d cares for all people</p> <p>Torah</p> <p>The Torah in the form of a scroll, or a book (Chumash), written in Hebrew and containing</p> <ul style="list-style-type: none"> -Mitzvot (Laws and rules setting out how people should live) -The ten commandments -Sayings which express values <p>Stories</p> <ul style="list-style-type: none"> -The Creation -The Patriarchs, Matriarchs and Joseph -Moses and Miriam <p>The people and the land</p> <p>Family life</p> <p>Festivals</p> <p>Israel</p> <p>Where followers are found locally, nationally and globally</p>	<p>Holy spirit, creator, Bethlehem, Inn keeper, manger, gold, Frankincense, Myrrh, nativity</p> <p>Disciples, Good Friday, feast, betrayed, cross/crucifix, tomb</p> <p>Sacred, lectern</p> <p>Symbolism, robes, Advent, Christmas, Lent, Easter, Ordinary time, reflection, hope, blessings</p> <p>Bible, Lectern, pulpit, Hymn, prayer, pray, baptism, christening, wedding, reflect, praise</p>	<p>Father, Son, Christmas, journey, angles, star, camels, kings, shepherds, stable</p> <p>violet, white, green, red, gold, black, growth, life</p> <p>Happy, joy, sad(ness), worry, thanks,</p>	

Skills Progression for RE

	<p>praise, thanks, concern, joy and sadness</p> <p>Explore how faith communities make a difference to communities in Cornwall</p> <p>Reflect on how Cornwall is shaped by its religious traditions</p> <p>Identify the importance, for some, of belonging to a religion and the difference it makes in their lives.</p> <p>Identify what matters to them and others including those with religious commitments and communicate their responses.</p> <p>Reflect on how spiritual and moral values relate to their own behaviour</p> <p>Ask and respond to puzzling questions, communicating their ideas</p>	<p>Sundays</p> <p>-Special people and festivals, Famous Christians who set an example for others to follow (St Piran, St Petroc, Cornish Saints)</p> <p>-Local stories and places of importance near the school</p> <p>-Celtic crosses</p> <p>-Wonder of the natural world</p> <p>The Christian way of life, personal and community action</p> <p>Can be done in the context of relationships with family, friends and caring for others</p> <p>-Christians believe that everyone is important and of equal value</p> <p>-Christians try to follow the example of Jesus, especially his teaching on love and forgiveness</p> <p>Christian values, fruit of the spirit. Love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, self-control</p>		<p>Community, Saint, festival, Celtic, Celtic crosses, tradition, beliefs, landscape, coast</p> <p>Belonging, community, commitments, prayer, study</p> <p>Respect, forgiveness, example</p>	<p>Celebration, Cornwall, Cornish, special, important, sea,</p> <p>Family, friends</p> <p>Kind, caring,</p> <p>Use of sentence stems My opinion is that... I agree with... because I disagree with...because I wonder if...</p>	
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Skills Progression for RE

Yr3/4	Skills	Knowledge		Tier 3 vocab	Tier 2 vocab	Possible links to SMSC (inc cultural capital)	
		Christianity	Islam (Yr3) Hinduism (Yr4)				
	<p>Describe key aspects of religions, the people, stories</p> <ul style="list-style-type: none"> • (Chosen by schools) • <p>and traditions that influence the beliefs and values of others</p>	<p>The Christian way of life</p> <ul style="list-style-type: none"> -humans are made in the image of God and his likeness -became sinful Can be redeemed <p>-God as Father, Son and Holy Spirit</p> <p>-The three persons of the Trinity expressed through symbols and language</p> <p>-Teaching about the Kingdom of God in parables and miracles</p> <p>The structure of the Church's year around key events</p> <ul style="list-style-type: none"> -Advent and Christmas <p>-Beliefs about Jesus: Son of God, Son of man, Saviour</p> <p>-Jesus as a historical figure, he lived at the time of the Romans</p> <p>-Jesus' life and teachings in the Gospels. His birth and its meaning</p> <p>Church, a community of believers from all races and nationalities, a family of believers guided by the Holy Spirit who carry on the work of Jesus</p> <p>The nature of the Bible: a witness to the actions of God in the life of humanity and in the birth and life of Jesus</p>	<p>See Cornwall Agreed Syllabus for Religious Education 2014 p41-42 for specifics https://www.cornwall.gov.uk/media/9227047/Agreed-syllabus-2014.pdf</p> <p>Islam Yr3 : TAWHID the oneness of Allah Allah's attributes as revealed in the Qur'an Allah's guidance through messengers and books</p> <p>IMAM (faith) Belief in</p> <ul style="list-style-type: none"> -unity of God -messengers of God -the book of God, the Qur'an, -the prophets, especially Muhammad -day of judgement -supremacy of God's will <p>Stories from Sunnah, Hadith and Sirah</p> <p>The Qur'an as the ultimate source of guidance.</p> <p>The Prophet Muhammad, his key role as the final Prophet and recipient of the final Divine revelation.</p> <p>IBADAH (worship and belief in action) The five pillars of Islam Shahadah, Salah, Sawn, Zakah, Hajj</p> <p>AKHLAQ (Character and moral conduct) The Mosque as a social, religious, educational and welfare centre</p> <ul style="list-style-type: none"> -Haram Sharif in Makkah -The Prophet's mosque in Madinah Al-Aqsa Mosque in Jerusalem 	<p>Parables Gospels Trinity symbolism Miracle Advent</p> <p>Saviour</p>			

Skills Progression for RE

	<p>Describe a variety of practices and ways of life in religion and understand how these stem from, and are connected with beliefs and teachings.</p> <p>Investigate the significance of religion in the local, national and global communities.</p> <p>Identify key moments in the story of Christianity in Cornwall and how that has shaped Cornwall in the present</p> <p>Describe how people seek to communicate with God and how this informs the language of prayer; and, how they seek to communicate their beliefs within and beyond their communities.</p>	<p>-Versions translated from the original Hebrew, Aramaic and Greek -Translated into different languages found in the British Isles Baptism and confirmation -The baptism of Jesus -Jesus' command to baptise in the name of the Father, Son and Holy spirit</p> <p>How Christianity came to Cornwall The importance of John Wesley and Methodism in today's Cornwall</p> <p>Church and worship, prayers and their meaning, especially the Lord's Prayer The use of silence and language in worship</p> <p>Use of the Bible -personal devotion -public worship -how its read in services -status of the Gospel -Psalms (readings and songs for worship) -readings in festivals which focus on key events in Jesus' life A basis for art, songs and culture</p> <p>Understanding God through</p>	<p>Where followers are found locally, nationally and globally</p> <p>Year 4 Hinduism:</p> <p>See Cornwall Agreed Syllabus for Religious Education 2014 p40-41 for specifics https://www.cornwall.gov.uk/media/9227047/Agreed-syllabus-2014.pdf</p> <p>Concepts truths and values: God is worshipped in diverse forms and is believed to be formless, some forms include -Vishnu -Krishna -Rama -Hanuman -Lakshmi -Shiva -Ganesha -Kali -Durga</p> <p>Key beliefs: Reincarnation Symbols: Aum, lotus flower, the swastika, the colour saffron Gurus and disciples, God, other people, the cow and all life forms</p> <p>Family , community and traditions The importance of family The journey of life, samskars and those associated with birth initiation, marriage and death.</p> <p>Worship: Puja and home and in the mandir (temple) Festivals/Hindu calendar Importance of pilgrimage</p> <p>Scriptures:</p>			
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Skills Progression for RE

	<p>Respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways.</p> <p>Reflect on ideas of right and wrong and their own and others responses to them.</p> <p>Reflect on what it means to belong to a faith community, communicating their own and others' responses.</p> <p>Reflect on sources of inspiration in their own and others' lives.</p> <p>Identify and begin to describe similarities and differences within and between religions.</p> <p>Use specialist vocabulary to communicate their understanding</p> <p>Use and interpret information about religion from a range of sources</p>	<p>-The human experience -The natural world</p> <p>Beliefs, values and experience -The foundation of Christian morality -10 commandments -the two greatest commandments -the Sermon on the mount</p> <p>Birth and growing up and how in some traditions these relate to -baptism and confirmation but not other traditions -The journey of life and death, why some occasions are sacred, what people think about life after death -Death and the different ways funerals are conducted Different attitudes to the dead and why some Christians commemorate All Souls day and others don't -Marriage</p> <p>Inspirational people, figures from whom believers find inspiration</p>	<p>The names and nature of sacred texts Stories -Rama's exile and return -The childhood of Krishna -Stories with a moral</p> <p>Where followers are found locally, nationally and globally</p>			
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Skills Progression for RE

Yr5/6	Skills	Knowledge		Tier 3 vocab	Tier 2 vocab	Possible links to SMSC (inc cultural capital)
		Christianity	Judaism (Yr5) Sikhism (Yr6)			
	<p>Describe key aspects of religions, the people, stories</p> <ul style="list-style-type: none"> • Holy week and the Passion narratives • The resurrection • The Ascension into Heaven where he will judge the living and dead <p>and traditions that influence the beliefs and values of others</p>	<p>The Christian way of life</p> <ul style="list-style-type: none"> -humans are made in the image of God and his likeness -became sinful -can be redeemed <p>How these are expressed through stories and pictures</p> <p>Key figures in the history of the Church, with ref to Christianity coming to and developing in Britain</p> <ul style="list-style-type: none"> -Stories of the baptism of Jesus revealing the Trinity -Jesus' command to baptise in the name of the Father, Son and Holy Spirit -Apostles creed <p>Jesus as a historical figure, his stories told in the Gospels</p> <ul style="list-style-type: none"> -Baptism and temptations -Disciples, friends and followers -The Beatitudes and the two greatest commandments -Holy week and the Passion Narratives -The Resurrection -The Ascension into Heaven from where he will judge the living and the dead <p>The Church-History of the Church, Christianity coming to and developing in Great Britain</p>	<p>Judaism (Yr5):</p> <p>See Cornwall Agreed Syllabus for Religious Education 2014 p40-41 for specifics https://www.cornwall.gov.uk/media/9227047/Agreed-syllabus-2014.pdf</p> <p>G-D</p> <p>Jewish belief about G-d</p> <ul style="list-style-type: none"> -G-d is One, good -G-d is the creator <p>G-D cares for all people</p> <p>Belief exemplified through</p> <ul style="list-style-type: none"> -The Shema: mezuzah, tefillin, tzitzit -First 5 commandments -Psalms and songs -Prayer -Stories from the Tenakh <p>Wearing of kippah and tallit</p> <p>Importance of repentance and forgiveness The value and expression of gratitude</p> <p>Torah</p> <p>The Tenakh</p> <p>The importance of the Torah: written and oral Stories</p> <p>Study of the Torah</p> <p>The people and the land Family life</p> <p>Kashrut, food laws and the kitchen</p> <p>Life rituals</p>	<p>Gospels</p> <p>Disciples, friends and followers</p>		

Skills Progression for RE

	<p>Consider the meaning of a range of forms of religious expression, understand why they are important in religion and note links between them. Describe how people seek to communicate with God and how this informs the language of prayer; and, how they seek to communicate their beliefs within and beyond their communities.</p> <p>Investigate the significance of religion in the local, national and global communities. Reflect on the impact of living in Cornwall and how this place helps to form theirs' and others' view of the world and the place of religion within it.</p>	<p>The nature of the Bible: a witness to the actions of God in the life of humanity and in the life of Jesus, his death, resurrection and ascension</p> <p>The old testament, new testament and the Apocrypha</p> <p>Types of writing: -history, law, wisdom, prophecy, Gospels, letters</p> <p>-Lent, Holy week and Easter -Ascension and Pentecost</p> <p>Worship -The Eucharist, the Lord's supper, the Lord's table, the breaking of bread, Mass, Divine Liturgy</p> <p>Ways of understanding God -Scripture -Teaching of the Church -Presence of the Holy spirit in the lives of Christians</p> <p>Why people feel attracted to Cornwall as a centre of spirituality The development of local celebrations which look beyond the origins of Christianity in Cornwall</p> <p>The foundations of the Diocese of Truro and the importance of the</p>	<p>-Brit Milah -Bar and Bat Mitzvah/Bar Chayil Marriage Funerals, mourning and remembrance</p> <p>Festivals and celebrations The three harvest and pilgrim festivals</p> <p>Worship and the community -Mishkan: menorah and Ark -Jerusalem, first and second temples and the Western wall -The synagogue</p> <p>Diversity within the Jewish community -Orthodox -Masorti -Reform -Liberal How that's seen in Cornwall and Devon</p> <p>Differences of opinion and practice -the place of women in the synagogue -the keeping of kosher -the nature of Jewish status</p> <p>Where followers are found locally, nationally and globally</p> <p>Sikhism (Yr6) See Cornwall Agreed Syllabus for Religious Education 2014 p40-41 for specifics https://www.cornwall.gov.uk/media/9227047/Agreed-syllabus-2014.pdf</p> <p>Beliefs and values Sikhs believe in one God who is -the supreme truth</p>			
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Skills Progression for RE

	<p>Discuss their own and others' views of religious truth and belief, expressing their own ideas.</p> <p>Respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways.</p> <p>Describe and begin to understand religious and other responses to ultimate and ethical questions.</p> <p>Reflect on sources of inspiration in their own and others' lives.</p> <p>Identify and begin to describe similarities and differences within and between religions.</p> <p>Use specialist vocabulary to communicate their understanding</p> <p>Use and interpret information about religion from a range of sources.</p>	<p>Cathedral for many who live in Cornwall</p> <p>Key Christian values -Love, peace, joy, patience, kindness, goodness, faithfulness, gentleness, self-control</p> <p>Personal and corporate commitment in action -personal relationships -caring and healing -attitudes to social issues -attitudes to global issues</p>	<p>-the ultimate reality -the creator of all things</p> <p>Teachings of the Gurus (Gurbani)</p> <p>Values -Meditation (Nam Simran) -Earning by honest means (kirat karna) -Sharing (vand chhakna) -Service to all human beings (sewa) -Acceptance of God's will (hukam) -Equality of gender -Equality of race and creed</p> <p>The Gurus The lives and teachings of the ten gurus -Guru Nanak -Guru Arjan -Guru Har Gobind -Guru Tegh Bahadur -Guru Gobind Singh</p> <p>The Guru Granth Sahib</p> <p>Community -Gurdwara</p> <p>Symbols -Ik Onkar -Khanda</p> <p>Practices Holy days (Gurpurbs) Cremonies -Naming -Turban tying -Amrit ceremony</p>			
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Skills Progression for RE

			<ul style="list-style-type: none">-Marriage-Death <p>The five K's</p> <ul style="list-style-type: none">-Kesh-Kangha-Kara-Kachera-Kirpin <p>Where followers are found locally, nationally and globally</p>			
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