

RE Knowledge Sequencing At Alderman Cogan's CE Primary Academy

Religious Education (RE) Knowledge Sequencing at Alderman Cogan's CE Primary Academy	
Intent:	The principal aim of RE is to engage pupils in a systematic enquiry into significant human questions which religion and worldwideviews address, so that they can develop their understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own. Our curriculum is based around a key question approach. These are to support the delivery of high quality RE that enables coherence and progression in children's learning.
Substantive Knowledge in Religious Education:	Children are taught the basis of 4 key religions throughout their time at Alderman Cogan's CE Primary Academy. They learn about the beliefs of the different religions, the different practices from those religions and at the forefront they are learning about the people who practise those religions.
Disciplinary Knowledge in Religious Education (ways of knowing):	Children learn how to ask questions about the substantive knowledge that they have learnt. It allows children to think critically and apply the information they have learnt about different religions, helping them to understand the differences and similarities between themselves and others. Through this they develop respect, tolerance, empathy and have a much greater understanding of religions around the world.
Religious Education:	Understanding HOW people LIVE their lives and that we have differences and similarities-promoting knowledge based mutual respect and tolerance, in a diverse society.

York Diocese Progression of Knowledge , Skills & Vocabulary								
RELIGIOUS EDUCATION								
STRAND	EYFS FS1	EYFS FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Making sense of beliefs	<p>I know that there are differences in what people believe</p> <p>I am developing a positive attitude in understanding the differences between people.</p>	<p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Talk about some religious stories using new vocabulary.</p>	<p>Identify what a parable is.</p> <p>Tell the story of the Lost Son from the Bible simply and recognise a link with God as a forgiving Father.</p> <p>Give clear, simple accounts of what Bible texts mean to Christians.</p> <p>Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians.</p> <p>Recognise that stories of Jesus' life come from the gospels.</p> <p>Recognise the words of the Shema as a Jewish prayer</p> <p>Re-tell simply some stories used in Jewish celebrations (e.g. Chanukah or Sukkot)</p> <p>Give examples of how the stories used in celebrations (e.g. Shabbat) remind Jews about what</p>	<p>Retell the story of creation from Genesis 1:1 - 2:3 simply.</p> <p>Recognise that 'Creation' is the beginning of the 'big story' of the Bible.</p> <p>Say what the creation story tells Christians about God, Creation and the world.</p> <p>Recognise that 'incarnation' is part of the Big Story of the Bible.</p> <p>Tell the story of the birth of Jesus and recognise the link with Incarnation - Jesus is 'God on Earth'.</p> <p>Identify a story or text that says something about each person being unique and valuable and give an example of a key belief some people find e.g. that God loves all people.</p> <p>Recognise that God, Incarnation, Gospel and Salvation are part of the 'big story' of the Bible.</p> <p>Tell stories of Holy Week and Easter and make a link with the</p>	<p>Make clear links between Genesis 1 and what Christians believe about God and Creation.</p> <p>Make clear links between the story of Noah and the idea of a covenant.</p> <p>Identify some of the core beliefs of Sikhism (one God, message of Guru Nanak, equality and service).</p> <p>Make clear links between the Mool Mantar and Sikh beliefs and actions.</p> <p>Offer informed suggestions about what some of the teachings of the Gurus mean to Sikhs today.</p> <p>Order Creation and Fall, God, Incarnation, Gospel and Salvation within a timeline of the Bible's 'Big</p>	<p>Identify that a 'Gospel' tells the story of the life and teaching of Jesus.</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>Offer suggestions about what Jesus's actions towards the leper might mean for a Christian.</p> <p>Identify the main beliefs at the heart of religious festivals (i.e. at least one festival in at least two religions)</p> <p>Make clear links between these beliefs and the stories recalled at the festivals.</p> <p>Identify the difference between a 'Gospel', which tells the story of the life and teaching of Jesus, and a letter.</p> <p>Offer suggestions about what texts about baptism and Trinity might mean.</p>	<p>Identify and explain Muslim beliefs about God, the Prophet and the Holy Qur'an (e.g. tawhid; Muhammad as the Messenger, Qur'an as the message)</p> <p>Describe and explain ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on five pillars; hajj practices follow example of the Prophet).</p> <p>Explain the place of Incarnation and Messiah within the 'big story' of the Bible.</p> <p>Identify Gospel and prophecy texts, using technical terms.</p> <p>Explain connections between biblical texts, Incarnation and Messiah, using theological terms.</p> <p>Identify some different types of biblical texts, using technical terms accurately.</p> <p>Explain connections between</p>	<p>Outline the importance of Creation on the timeline of the 'big story' of the Bible.</p> <p>Identify what type of text some Christians say Genesis 1 is, and its purpose.</p> <p>Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations.</p> <p>Define the terms 'theist', 'atheist' and 'agnostic' and give examples of statements that reflect these beliefs</p> <p>Identify and explain what religious and non- religious people believe about God, saying where they get their ideas from</p> <p>Give examples of reasons why people do or do not believe in God.</p> <p>Explain connections between the story of Moses and the concepts of freedom and salvation, using</p>

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			<p>God is like.</p> <p>Recognise that incarnation and Salvation are part of a 'big story' of the Bible.</p> <p>Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of salvation.</p> <p>Recognise that Jesus gives instructions on how to behave.</p> <p>Recognise that loving others is important in lots of communities.</p> <p>Say simply what Jesus and one other religious leader taught about loving other people.</p> <p>Tell stories from the Bible and recognise a link with a concept of 'Gospel' or good news.</p>	<p>idea of Salvation.</p> <p>Recognise that there are special places where people go to worship, and talk about what people do there.</p> <p>Identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean.</p> <p>Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship.</p>	<p>Story'.</p> <p>Offer suggestions for what the texts about the entry into Jerusalem and the death and resurrection of Jesus might mean.</p> <p>Give examples of what the texts studied mean to some Christians.</p> <p>Make clear links between the story of the Day of Pentecost and Christian belief about the Kingdom of God on Earth.</p> <p>Offer suggestions about what the description of Pentecost in Acts 2 might mean.</p> <p>Give examples of what Pentecost means to some Christians now.</p> <p>Offer suggestions about what the story of Adam and Eve might show about human nature and how to act.</p>	<p>Give examples of what these texts mean to some Christians today.</p> <p>Offer suggestions about what the narrative of the Last Supper, Judas' betrayal and Peter's denial might mean.</p> <p>Give examples of what the texts studied mean to some Christians.</p> <p>Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean</p> <p>Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non- religious people today.</p> <p>List two distinguishing features of a parable.</p> <p>Make clear links between the story of the Good Samaritan and the idea of the Gospel as 'good news'.</p> <p>Offer some ideas about the meaning of the Good Samaritan story to Christians.</p>	<p>biblical texts and Christian ideas of God, using theological terms.</p> <p>Outline the timeline of the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it.</p> <p>Explain what Christians mean when they say that Jesus' death was a sacrifice, using theological terms.</p> <p>Suggest meanings for narratives of Jesus' death/ resurrection, comparing their ideas with ways in which Christians interpret these texts.</p> <p>Identify features of Gospel texts (for example, teachings, parable, narrative).</p> <p>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.</p> <p>Describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life</p> <p>Identify beliefs about life after death in at least two religious traditions, comparing and explaining for similarities and differences.</p>	<p>theological terms.</p> <p>Outline the timeline of the 'big story' of the Bible, explaining the place within it of the ideas of Incarnation and Salvation.</p> <p>Suggest meanings for resurrection accounts, and compare their ideas with ways in which Christians interpret these texts, showing awareness of the centrality of the Christian belief in Resurrection.</p> <p>Explain connections between Luke 24 and the Christian concepts of Sacrifice, Resurrection, Salvation, Incarnation and Hope, using theological terms.</p> <p>Identify some of the beliefs that lie behind places and times of pilgrimage in at least two religions (e.g. ummah in Islam; Mary in Roman Catholicism)</p> <p>Explain ways in which stories that lie behind sites of pilgrimage connect with beliefs (e.g. Shiva and the Ganges; Israel as G-d's Chosen or Favoured people in Judaism).</p> <p>Identify the religions and beliefs represented locally and regionally, and explain some of their key beliefs</p> <p>Describe examples of how different communities deal with diversity and interfaith issues.</p>
Understanding the impact	<p>Recognise some religious words e.g. God, Jesus, Church</p> <p>Recognise their favourite times e.g. birthday, Christmas, Diwali</p>	<p>Recognise some religious words e.g. God, Holy places or books or places of worship.</p> <p>Respond immediately and expressively to what happens at their favourite time.</p>	<p>Give at least two examples of a way in which Christians show their belief in God as loving and forgiving (saying sorry, forgiving others).</p> <p>Give an example of how Christians put their belief into practice in worship (by saying sorry to God).</p> <p>Give examples of ways in which Christians use the</p>	<p>Give at least one example of what Christians do to say thank you to God for the Creation.</p> <p>Give at least two examples of ways in which Christians use the nativity story in churches and at home: for example, using nativity scenes and carols.</p> <p>Give an example of how people show that they care for others e.g. by giving to charity, making</p>	<p>Describe what Christians do because they believe God is creator.</p> <p>Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony.</p> <p>Make simple links between the life of at least one of the Gurus and some</p>	<p>Make simple links between Bible texts and the concept of 'Gospel' (good news).</p> <p>Give examples of how Christians try to show love to all, including how members of the clergy follow Jesus' teaching.</p> <p>Make connections between stories, teachings, symbols and beliefs and how believers</p>	<p>Make clear connections between Muslim beliefs and worship (e.g. Five Pillars, mosques, art)</p> <p>Give evidence and examples to show how Muslims put their beliefs into practice in different ways.</p> <p>Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in</p>	<p>Make clear connections between Genesis 1 and Christian belief about God as Creator.</p> <p>Show understanding of why many Christians find science and faith go together.</p> <p>Make clear connections between what people believe about God and the impact of this belief on how they live</p> <p>Give evidence and examples to</p>

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		<p>Use new vocabulary to recall and name what happens at a baptism.</p>	<p>story of the nativity to guide their beliefs and actions at Christmas.</p> <p>Give examples of how Jewish people celebrate special times</p> <p>Make links between Jewish ideas of God found in stories and how people live</p> <p>Give an example of how some Jewish people might remember God in different ways (Mezuzah).</p> <p>Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter.</p> <p>Give an account of what happens at a traditional Christian, and Jewish or Muslim welcoming ceremony and suggest what the actions and symbols mean.</p> <p>Identify at least two ways people show they love each other and belong to each other when they get married (Christian, Jewish & non-religious).</p> <p>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.</p>	<p>links to stories.</p> <p>Give examples of how Christians and Jewish people show care for the natural earth.</p> <p>Give at least three examples of how Christians show their beliefs about Jesus as saviour in church worship.</p> <p>Give examples of stories, objects, symbols and actions used in churches, mosques, and/or synagogues which show what people believe.</p> <p>Give simple examples of how people worship at a church, mosque or synagogue,</p> <p>talk about why some people like to belong to a sacred building or a community.</p>	<p>actions Sikhs take today (Guru Nanak and the langar, Guru Gobind Singh and the Khalsa).</p> <p>Give some examples that demonstrate that remembering God, working hard and serving others are important to Sikhs today.</p> <p>Make simple links between the Gospel texts and how Christians mark the Easter events in their church communities.</p> <p>Describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship.</p> <p>Make simple links between the description of the Day of Pentecost in Acts 2, the Holy Spirit and the Kingdom of God, and how Christians live their whole lives and in their church communities.</p> <p>Describe how and why Christians might pray to God, say sorry, forgive and ask for forgiveness.</p>	<p>celebrate these festivals</p> <p>Describe how believers celebrate festivals in different ways (e.g. between celebrations at home and in community; and/or a variety of ways of celebrating within a religious tradition).</p> <p>Describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) and in the way they live.</p> <p>Make clear links between Gospel texts and how Christians remember, celebrate and serve on Maundy Thursday, including Holy Communion.</p> <p>Describe how Christians show their beliefs about Jesus in their everyday lives: for example, prayer, serving, sharing the message and the example of Jesus.</p> <p>Describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean</p> <p>Make simple links between beliefs about love and commitment and how people in at least two religious traditions live (e.g. through celebrating forgiveness, salvation and freedom at festivals)</p> <p>Identify some differences in how people celebrate commitment (e.g. different practices of marriage, or Christian baptism).</p> <p>Make simple links between the Good Samaritan story and the importance of charity in Christian life.</p> <p>Give some examples of how Christians act to show that they are following Jesus.</p>	<p>celebrating Christmas.</p> <p>Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible.</p> <p>Make clear connections between Bible texts studied and what Christians believe about God; for example, through how churches are designed.</p> <p>Show how Christians put their beliefs into practice in worship.</p> <p>Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper.</p> <p>Show how Christians put their beliefs into practice.</p> <p>Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives.</p> <p>Make clear connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement)</p> <p>Use evidence and examples to show how beliefs about resurrection/judgement/ heaven/ karma/ reincarnation make a difference to how someone lives.</p>	<p>show how Christians sometimes disagree about what God is like (e.g. some differences in interpreting Genesis).</p> <p>Make clear connections between Bible texts studied and what Christians believe about being the People of God and how they should behave.</p> <p>Explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others.</p> <p>Make clear connections between Christian belief in the Resurrection and how Christians worship on Good Friday and Easter Sunday.</p> <p>Show how Christians put their beliefs into practice in different ways.</p> <p>Explain the spiritual significance and impact of pilgrimage on pilgrims in at least two religions</p> <p>Compare the similarities and differences between ways in which people undertake pilgrimage and how they affect the way they live.</p> <p>Make clear connections between what different people believe and the way they live (e.g. involvement in community, in interfaith projects etc.)</p> <p>Explain how and why people respond differently to diversity and interfaith issues (e.g. inclusivism, exclusivism etc).</p>
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Making connections	I can comment on recent photos and pictures of celebrations in my own life, e.g. This is me at ... my birthday, Christmas, Diwali or Chinese New Year.	Talk about what Jesus teaches about keeping promises and say why keeping promises is a good thing to do.	Think, talk and ask questions about whether they can learn anything from the story of the Lost Son. Decide what they personally have to be thankful for at Christmas time. Ask some questions about what Jewish people celebrate and why Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people. Give a good reason for their ideas about whether any of these things are good for them too. Think, talk and ask questions about whether the story of Easter has anything to say to them about sadness, hope or heaven. Give examples of ways in which people express their identity and belonging within faith communities, responding sensitively to differences. Talk about what they think is good about being in a community, for people in faith communities and themselves. Talk about what they have learned and how their ideas have changed. 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.	Think, talk and ask questions about living in an amazing world. Think, talk and ask questions about the Christmas story and the lessons they might learn from it, for example about being kind and generous. Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world. Give good reasons why everyone (religious and non-religious) should care for others and the natural world. Talk about what they have learned and how their ideas have changed. Think, talk and ask questions about whether the story of Holy Week has something to say to them e.g. whether forgiveness is important. think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas. talk about what makes some places special to people and what the difference is between religious and non-religious special places.	Ask questions and suggest answers about what might be important in the creation story for Christians living today, and for people who are not Christians. Make links between the story of Noah and how we live in school and the wider world. Raise questions about what matters to Sikhs and say why they still matter today. Make links between key Sikh values and life in the world today, identifying which values would make the most difference in pupils' own lives and in the world today. Talk about what they have learned from Sikhism and whether they have changed their thinking. Make links between some of the teachings and stories in the Bible and life in the world today, expressing their own ideas clearly. Make links between ideas about the Kingdom of God explored in the Bible and what people believe about following God in the world today, expressing some of their own ideas. Make links between what stories in the Bible say about human beings and pupils' own ideas about how people should behave.	Make links between the Bible stories studied and the importance of love, and life in the world today, expressing some ideas of their own clearly. Raise questions and suggest answers about what is worth celebrating and remembering in religious communities and in their own lives Talk about what they have learned, how and why their thinking has changed. Make links between the beliefs and practices studied and the role of festivals in the life of Britain today, showing their understanding of the values and beliefs at the heart of each festival studied, giving good reasons for their ideas Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what the God of Christianity is like. Raise questions and suggest answers about how serving and celebrating, remembering and betrayal, trust and standing up for your beliefs might make a difference to how pupils think and live. Raise questions and suggest answers about whether it is good for everyone to see life as journey, and to mark the milestones Make links between ideas of love, commitment and promises in religious and non-religious ceremonies Give good reasons why they think ceremonies of commitment are or are not valuable today. Make links between some of Jesus' teachings about how to live, and life in the world today, expressing some ideas of their own clearly.	Make connections between Muslim beliefs studied and Muslim ways of living in Britain/Yorkshire today Consider and weigh up the value of e.g. submission, obedience, generosity, self-control and worship in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims Reflect on and talk about what and how they have learned, and how and why their thinking has changed. 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. Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own. Weigh up the value and impact of ideas of sacrifice in their own lives and the world today. 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. Reflect on a range of artistic expressions of afterlife, articulating and explaining different ways of understanding these Consider and weigh up how religion might help people in good and bad times, giving good reasons for their ideas and insights Talk about what they have learned, how their thinking may have changed and why.	Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses. Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account. Reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging Consider and weigh up different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not Make connections between belief and behaviour in their own lives, talking about what they have learned and how and why their thinking may or may not have changed in the light of their learning. 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. Explain why some people find belief in the Resurrection makes sense and inspires them. Offer and justify their own responses as to what difference belief in Resurrection might make to how people respond to challenges and problems in the world today. Evaluate and explain the importance of pilgrimage in the world today, giving good reasons for their views Reflect on and articulate lessons that people might gain from the idea and practice of pilgrimage, including their own responses Consider and weigh up the value of e.g. reflection, repentance and remembrance, in the world today, including in their own lives Talk about how and why their
		Recall a simple story connected with Christmas/ Easter and a festival from another faith is special. Recall when a baby is welcomed into a religion other than Christianity.						

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							<p>thinking has developed through this unit.</p> <p>Make connections between religious and non-religious beliefs and practices related to living with difference in community</p> <p>Reflect on and articulate lessons people might gain from the experience of living in communities of diverse beliefs and practices, including their own responses</p> <p>Talk about how and why people think differently about diversity and interfaith, giving good reasons for their own views</p> <p>Consider and weigh up the ways in which the ideas studied relate to their own experiences and views of the world today.</p>
Vocabulary General language of religious study	Discovering Religion, special books, special places, special stories, prayer	Exploring Religion, celebration, festival, symbol, thankful, faith, belief, wise sayings, rules for living, co-operation, belonging, worship, sacred, creation story			Connecting Religion, spirituality, commitment, values, prayer, pilgrim, ritual, symbol, community, worship, belief, life after death, inspiration, role model.	Connecting Religion, harmony, respect, justice, faith, tolerance, holiness, spirituality, vision, symbol, community, values, Golden Rule, charity, sacred text, prayer, worship, compassion, prejudice, persecution.	
Christianity	Christmas Bible Church Jesus	Christian, God, Creator, Christmas, Easter, Jesus, church, altar, font, Bible, gospel.			Christian, Christmas, Easter, Pentecost, Harvest Festival, Messiah, Church, Gospel, Jesus, Holy Spirit, God the creator, Trinity, Heaven	Christian, Jesus, Bible, Gospel, Letters of Saint Paul, Trinity, Holy Spirit, Resurrection, Christmas, Easter, Pentecost, Eucharist.	
Judaism	Moses, Passover, Torah, Synagogue	Jewish, synagogue, Torah, bimah, Hanukkah, Ark, Judaism, Shabbat, Mezuzah			Jewish, Judaism, Moses, Exodus, Lawgiver, Ten Commandments, Star of David, Passover, Shabbat, Torah.	Judaism, Jewish, Synagogue, schul, Jerusalem, Western Wall, Orthodox, Reform, Tu B'Shevat, tikkun olam	
Islam	Allah, Prophet, Muhammad, Qur'an, Mosque	Muslim, Islam, Allah, Prophet, Mosque, Eid, Qur'an, moon and star Ramadan				Muslim, Allah, Prophethood, Ummah, 5 Pillars, Prophet Muhammad, Iman, Qur'an, Mosque, Haji.	
Sikhism					Sikh, Sikhism, Guru Granth Sahib, Guru Nanak, Mool Mantar, service, five Ks, Khalsa		
Non-religious worldview	Non-religious	Humanist, Golden Rule, non-religious			Humanist, Golden Rule, non-religious, spiritual but not religious, atheist	Atheist, agnostic, Humanist, 'spiritual but not religious'.	