



St. Katharine's Primary School RE Progression Pathway

	Knowledge/Skills	Concepts	Vocabulary
EY	<b>Children will know that:</b>		
	<p><b><u>Why is the word 'God' so important to Christians?</u></b>            The word God is a name.            Christians believe God is the creator of the universe.            Christians believe God made our world and so we should look after it.</p>	God/Creation	God Creation Christians
	<p><b><u>Why do Christians perform nativity plays at Christmas?</u></b>            Christians believe God came to Earth in human form as Jesus.            Christians believe that Jesus came to show that all people are precious and special to God.</p>	Incarnation	Jesus God God's Son Christmas
	<p><b><u>How do people celebrate?</u></b>            People celebrate in different ways around the world.            Some people celebrate New Year by making a New Years' Resolution.            In China they celebrate Chinese New Year.            In Iran they celebrate Nowruz (their New Year).            In India they celebrate Holi (festival of colour).</p>	Celebrations	Celebration New Year Chinese New Year Nowruz Holi
	<p><b><u>Why do Christians put a cross in an Easter garden?</u></b>            Christians remember Jesus' last week at Easter.            Jesus' name means 'He saves'.            Christians believe Jesus came to show God's love.            Christians try to show love to others.</p>	Salvation	Easter God's love He saves

	<p><b>What can we learn from stories?</b>  Fables are stories with a lesson.  Some stories have a moral.  Discuss the moral/lesson from various stories/parables.</p>	Moral Guidance from texts	Stories Lessons
	<p><b>What makes places special?</b>  Discuss what makes a place special.  Different places are special to different people.  Say why a place is special to them.</p>	Holiness	Special Church Mosque

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<b>Y1</b>	<b>Children will know that:</b>		
	<p><b>What do Christians believe God is like?</b>  Christians believe in God, and they find out about him in the Bible.  Identify what a parable is.  Christians believe God is loving, kind, fair and forgiving, and also Lord and King.  Recognise a link between the story of the lost son and the concept of God as a forgiving Father.  Give examples of ways in which Christians show their belief in God as loving and forgiving.  Christians worship God and try to live in ways that please him.  Give examples of how Christians put their beliefs into practice in worship.  Reflect on what can be learnt from the story of the lost son.</p>	God	Parable The Lost Son Father God Forgiving Loving Belief
	<p><b>Why does Christmas matter to Christians?</b>  Christians celebrate Jesus' birth  Advent for Christians is a time of getting ready for Jesus' coming..  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.  Give a clear, simple account of Jesus' birth and why Jesus is important to Christians.  Recognise that stories of Jesus' life come from the Gospels.  Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at</p>	Incarnation	Jesus God Gospels Birth Nativity Thankful Bible Bethlehem Celebrate

<p>Christmas. Decide what they personally have to be thankful for at Christmas time.</p>		
<p><b><u>What is the good news Jesus brings?</u></b> Tell stories from the bible and link with the concept of good news. Understand what the bible says about forgiveness. Give examples of ways in which Christians follow the teachings of forgiveness and peace in the bible. Give examples of how Christians put their beliefs into practice.</p>	Gospel	Jesus God Overcome Gospel
<p><b><u>Why does Easter matter to Christians?</u></b> Recognise that incarnation and salvation are part of the big story of the bible. Tell stories of Easter from the bible and recognise a link with salvation. Explore emotions in relation to the story of Easter. Give examples of how Christians show their beliefs about Jesus' death and resurrection at Easter. Ask questions about the Easter story. To think about whether the Easter story has anything to say about hope and/or heaven.</p>	Salvation	Gospel Good news Bible Jesus Instructions Forgiveness Peace Church
<p><b><u>Rosh Hashanah and Yom Kippur</u></b> Rosh Hashanah and Yom Kippur are Jewish celebration. At the beginning of Rosh Hashana, Jewish Rabbis blow the shofar to mark the start of 10 days of saying sorry for things you want forgiveness for over the past year. Forgiveness means letting go of something and moving on. During Rosh Hashana, Jewish families have a special meal. During Rosh Hashana, Jewish people make plans for things they want to achieve over the coming year. The 10 day period is between Rosh Hashana and Yom Kippur. Yom Kippur is a time of reflection. Some Jews wear white and fast during this time.</p>	Celebrations	Forgiveness Rosh Hashana Judaism Rabbi Yom Kippur Reflection
<p><b><u>Is Shabbat important to Jewish children?</u></b> Talk about special days and special meals. Use the correct names for things that are special to Jewish people during Shabbat and explain why. Make a connection between being Jewish and decisions about behaviour.</p>	Celebrations	Shabbat Meals Special

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Y2	<b>Children will know that:</b>		
	<u><b>Who made the world?</b></u> Christians believe that God created the world and everything in it. Retell the Christian creation story and be able to talk about it. God wants people to look after the world as he created it for them and gave it to them to enjoy and to look after. People treat the world in positive and negative ways. Give reasons for whether God would be pleased/not pleased with the different ways people treat the world. Reflect on how you now think people should treat the world.	Creation/Fall	Creation Nature Environment
	<u><b>Why does Christmas matter to Christians?</b></u> Recognise that incarnation is part of the big story of the bible. Tell the story of the birth of Jesus and recognise the link with incarnation/Jesus is God on earth. 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 to celebrate Jesus' birth. Think, talk and ask questions about the Christmas story and the lessons they might learn from it, for example, about being kind and generous.	Incarnation	Save Rescue Help Christmas Love Power
<u><b>What is the good news Jesus brings?</b></u> Tell stories from the Bible and recognise a link with a concept: for example, the idea of 'good news' links to the practice of being thankful. Give clear, simple accounts of what the texts mean to Christians: for example, that people can trust God and that they should say thank you to God for his good gifts. Describe how Christians show their beliefs: for example, thanking God in prayer. Give at least two examples of ways in which Christians use Bible stories and texts to guide their beliefs about prayer, in their church communities and their own lives. Think, talk and ask questions about whether Jesus' good news matters to anyone other than Christians, exploring different ideas.	Gospel	Kindness The Good Samaritan God on Earth Neighbour The Paralysed Man	

<p><b><u>What is the most important thing about the Easter story for Christians?</u></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 3 examples of how Christians show their beliefs about Jesus as saviour in church worship.  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.</p>	Salvation	Easter The Bible Incarnation Salvation Concepts New life Holy Week Resurrection
<p><b><u>Does praying at regular intervals help a Muslim in his/her everyday life?</u></b>  Some Muslims commit to praying 5 times a day.  Consider the different postures, actions and prayers that some Muslims use to focus on God (Allah) and their significance.  Allah is the name of the Muslim God.  The holy book for Muslims is called the Qur'an.  Allah asks Muslims to pray in the Qur'an.  Consider how it would feel to pray 5 times a day and what it could help with.  Consider what could be difficult about praying 5 times a day.</p>	Prayer	Muslim Prayer Allah Qur'an Commitment
<p><b><u>Does going to a mosque give Muslims a sense of belonging?</u></b>  Understand how meeting in a certain place could make someone feel like they belong.  Explain what happens when Muslims pray alone or at the mosque.  Talk about how Muslims feel a sense of belonging when they are with other Muslims or when they pray on their own and say why this might be.</p>	Community/belonging	Muslims Mosque Belonging

	Knowledge/Skills	Concepts	Vocabulary
Y3	<b>Children will know that:</b>		
	<p><b><u>Would visiting the river Ganges feel special to a non-Hindu?</u></b></p> <p>To explain why water is important. Describe a Hindu ritual that happens in/at the River Ganges and explain why this is important and significant to the Hindu's taking part in it. Empathise with the special feelings a Hindu might experience when taking part in a ritual at the River Ganges.</p>	Beliefs	River Ganges Hindu Water
	<p><b><u>Has Christmas lost its true meaning?</u></b></p> <p>Look at and discuss items such as an advent candle, Christmas pudding, advent calendar, Christmas carol lyrics, Christmas card, Christmas star decoration etc. Consider what these items are and how they are used. Christmas is very important to Christians as they celebrate God's son coming to Earth to help people. Read the Christmas story and reinforce the significance of the shepherds, wise men, star, gifts etc. Reflect on the true meaning of Christmas for Christians. Compare secular aspects of Christmas with Christian aspects. What does having 'meaning' mean? Sort religious and non-religious words relating to Christmas. Consider whether Christmas has lost its true meaning. Talk about whether the true meaning of Christmas involves giving/receiving gifts. Compare what Christmas means to Christians with what Christmas means to you.</p>	Incarnation	Christmas God's son Significant Meaning
<p><b><u>What do Christians learn from the creation story?</u></b></p> <p>Place the concepts of God and creation on a timeline of the Bible's 'big story'. God the creator cares for the creation, including human beings. As human beings are part of God's good creation, they do best when they listen to God. Make clear links between Genesis 1 and what Christians believe about God and creation. The Bible shows that God wants to help people to be close to him – he keeps his relationship with them and gives them guidelines on good ways to live such as the Ten Commandments. Describe what Christians do because they believe God is creator. Ask questions and suggest answers about what might be important in the creation story for Christians today, and for people who are not Christians.</p>	Creation/Fall	God Creation Genesis Relationship Guidelines Creator	

<p><b><u>Why do Christians call the day Jesus died Good Friday?</u></b>  Order creation and fall, incarnation, gospel and salvation within a timeline of the bible’s big story.  Offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean.  Give examples of what the texts studied mean to some Christians.  Make simple links between the gospel texts and how Christians mark the Easter events in their church communities.  Describe how Christians show their beliefs about palm Sunday, Good Friday and Easter Sunday in worship.  Make links between some of the stories and teachings in the bible and life in the world today, expressing some ideas of their own, clearly.</p>	<p>Salvation</p>	<p>Creation  Fall  Incarnation  Gospel  Palm Sunday  Good Friday  Easter Sunday</p>
<p><b><u>What kind of world did Jesus want?</u></b>  Christians believe Jesus challenges everyone about how to live – he sets the example for loving God and your neighbour.  Jesus shows love and forgiveness to unlikely people.  Make links between the calling of the first disciples and how Christians today try to follow Jesus and be ‘fishers of people’.  Offer suggestions about what Jesus’ actions towards the leper might mean for a Christian.  Make simple links between Bible texts and the concept of ‘Gospel’ (good news).  Give examples of how Christians try to show love to all.  Christians try to be like Jesus – they want to know him better.  Christians try to put his teaching and example into practice in lots of ways.  Make links between the Bible stories studied and the importance of love in the world today.  Express own ideas clearly.</p>	<p>Gospel</p>	<p>Love  Forgiveness  Disciples  Fishers of people  Gospel  Good news</p>
<p><b><u>How can Brahman be everywhere and in everything?</u></b>  Hindus believe that there is one God with many different aspects.  Their God is called Brahman.  Consider how Brahman could look like so many different things.  Tell the Hindu story of one of the God’s e.g. Ganesha/Lakshmi.  Hindus use the different deities at home, in the temple and in Puja.  The main 3 deities are called the tri-murti and they each represent something different.  Brahma – creator Vishnu – preserver Shiva – destroyer  Hindus believe that Brahman is omnipresent. Consider how this would affect your life if you were a Hindu.</p>	<p>God</p>	<p>Hindu  Brahman  Deity  Temple  Puja  Tri-murti  Brahma  Vishnu  Shiva  Omnipresent</p>

	Knowledge/Skills	Concepts	Vocabulary
Y4	<p><b>Children will know that:</b></p> <p><b><u>What is the Trinity?</u></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 want to try to understand God better and so try to describe him using symbols, similes and metaphors in song, story, poems and art.            Christians worship God as the Trinity. Christians have created artwork to help them 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.            Identify the difference between a ‘Gospel’ which tells the story of the life of Jesus, and a letter.            Offer suggestions about what texts about baptism and the Trinity might mean.            Give examples of what these texts mean to some Christians today.            Describe how Christians show their beliefs about God the Trinity in worship and in the way they live.            Make links between some Bible texts studied and the concept of God in Christianity, expressing some ideas of their own about what the God of Christianity is like.</p>	Incarnation/God	Trinity Father Son Holy Spirit Power Gospel Baptism
	<p><b><u>Why do Christians think of Jesus as the light of the world?</u></b>            Identify John 1 as part of a ‘Gospel’, noting some differences between John and the other Gospels.            Offer suggestions for what texts about God might mean.            Give examples of what the texts studied mean to some Christians.            Describe how Christians show their beliefs about God the Trinity in the way they live.            Make links between some of the texts and teachings about God in the Bible and what people believe about God in the world today, expressing some ideas of their own clearly.</p>	Incarnation	Gospel Trinity John 1
	<p><b><u>How important is it for Jewish people to do what God asks them to do?</u></b>            Discuss why instructions should be followed to not eat certain foods.            Think about who people would listen to and why.            Describe some of the things Jews do to show respect to God.            Start to identify how it would feel to keep Kashrut.</p>	Celebration	Kashrut Jewish Instructions

<p><b><u>Why do Christians still remember the events of the Easter week?</u></b></p> <p>Offer suggestions about what the narrative of the last supper, Judas' betrayal and Peter's denial might mean.  Give examples of what the texts studied mean to some Christians.  Make clear links between gospel texts and how Christians remember, celebrate and serve on Maundy Thursday, including Holy Communion.  Describe how Christians show their beliefs about Jesus in their everyday lives, for example, prayer, serving, sharing the message and the example of Jesus.  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 people think and live.</p>	<p>Salvation</p>	<p>Salvation  Communion  Last supper  Judas  Holy Week</p>
<p><b><u>How special is the Jews' relationship with God?</u></b></p> <p>Give examples of agreement and contracts and explain how it would feel if one was broken.  Say and affirmation/promise you would like to make.  Start to explain what makes Jewish people believe they have a special relationship with God.  Tell some of the ways Jewish people express their special relationship with God and start to understand how that might feel.</p>	<p>Relationship with God/covenant</p>	<p>Agreement  Contract  Jewish  Relationship</p>
<p><b><u>When Jesus left, what was the impact of Pentecost?</u></b></p> <p>Make clear links between the story of the Day of Pentecost and Christian belief about the Kingdom of God on Earth.  Offer suggestions about what the description of Pentecost in Acts 2 might mean.  Give examples of what Pentecost means to some Christians now.  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.  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.</p>	<p>Kingdom of God</p>	<p>Pentecost  Holy spirit  Kingdom of God</p>

	Knowledge/Skills	Concepts	Vocabulary
Y5	<p><b>Children will know that:</b></p> <p><b><u>What is the best way for a Muslim to show commitment to God?</u></b>            Know what it means to make a commitment.            You can show commitment by doing something on a regular basis and by demonstrating hard work, loyalty and belief.            Discuss whether it is easy/difficult to keep a commitment. Think of reasons why keeping a commitment might be difficult and give examples.            Know the five pillars of Islam.            It is the duty of a Muslim to pray to Allah 5 times a day.            Muslims believe they can worship God anywhere.            The Muslim holy day is on a Friday.            Explain why Muslims are required to give money to charity.            Explain how Zakah shows commitment to God.            During the month of Ramadan every year, Muslims do not eat or drink at all during daylight hours.            Muslims fast because Allah says in the Qur'an that they should.            Fasting is a way of showing that Muslims are living in a way that God wants and remembering people who are hungry. They believe it shows that their religion is the most important thing in their lives – more important than eating or drinking.            Muslims are expected to visit Makkah at least once in their lifetime if conditions allow.            Commitment often means putting someone or something else before yourself and doing difficult things that you may not want to do.</p>	Beliefs and practices	Commitment Pillars of Islam Muslim Zakah Duty Ramadan Qur'an
	<p><b><u>Is the Christmas story true?</u></b>            What is an eye witness account? Discuss how these can be similar/different and why.            Eye witness accounts are subjective.            Discuss types of truth e.g. historical, scientific, personal.            Show nativity scene artwork and discuss who was there. Read accounts of the birth of Jesus and compare with artwork. Who was an eye witness to the birth of Jesus?            Explore two accounts of the Christmas story from the Bible: Luke 1:26-38 and Matthew 1:18-2:12            Notice similarities and differences between the two accounts.            Discuss whose account is true – why? Why are there different versions?            Christians believe Jesus is the incarnation of God on Earth.            God gave Jesus to the Earth to show people how to lead good lives, forgive them for the wrong things they do/have done, and show them that there is life after death through the resurrection.            Discuss which is more important: historical truth, scientific truth or personal truth? Which type of truth can be applied to the Christmas story?</p>	Incarnation	Eye witness Subjective Historical, scientific, personal Truth Incarnation

<p>What can be learnt from the Christmas story?</p>		
<p><b><u>Does belief in Akhirah (life after death) help Muslims to lead good lives?</u></b>  Give examples of times that choices made can be influenced and may change when consequences are considered.  Explain how believing in Akhirah influences Muslims to do their best to lead good lives.  Recognise what motivates and influences someone to lead a good life and compare it with what motivates and influences Muslims.</p>	<p>Akhirah</p>	<p>Akhirah  Muslims  Consequences</p>
<p><b><u>What did Jesus do to save human beings?</u></b>  Outline the timelines 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 meaning 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/the 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.</p>	<p>Salvation</p>	<p>Holy communion  Resurrection  Salvation  Sacrifice</p>
<p><b><u>How can following God bring freedom and justice?</u></b>  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.</p>	<p>People of God</p>	<p>Freedom  Justice</p>
<p><b><u>What would Jesus do?</u></b>  Identify features of gospel texts (for example, teachings, parable, and 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.</p>	<p>Gospel</p>	<p>Interpret  Connections  Good news  Community</p>

	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.		
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	Knowledge/Skills	Concepts	Vocabulary
Y6	<b>Children will know that:</b>		
	<p><b><u>Creation and science, conflicting or complementary?</u></b></p> <p>There are many scientists through history and today who are Christians.  The discoveries of science make Christians reflect even more on the power and majesty of their Creator.  Identify the type of text that Psalm 8 is, and its purpose.  Explain what Psalm 8 has to say about the idea of God as Creator and the place of humans in creation.  Make clear connections between Psalm 8 and some ways Christians respond to God as Creator.  Show understanding of why some Christians find science and faith compatible.  Respond to the idea that humans have great responsibility for the Earth.  Weigh up how well humans are responding to this responsibility, taking into account religious and non-religious viewpoints.</p>	Creation/Fall	Science Faith Psalms Creator Responsibility
	<p><b><u>Was Jesus the messiah?</u></b></p> <p>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 peoples' lives.</p>	Incarnation	Messiah Incarnation Saviour

<p><b><u>What kind of king is Jesus?</u></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 today, offering insights about whether or not the world could or should learn from Christian ideas.</p>	Kingdom of God	Kingdom of God
<p><b><u>What difference does the resurrection make to Christians?</u></b>  Christians read the ‘big story’ of the Bible as pointing out the need for God to save people.  This salvation includes the ongoing restoration of humans’ relationship with God.  The Gospels give accounts of Jesus’ death and resurrection.  Belief in Jesus’ resurrection confirms to Christians that Jesus is the incarnate Son of God, but also that death is not the end.  This belief gives Christians hope for life with God, starting now and continuing in a new life in heaven.  Explain connections between biblical texts used at funerals and the core concepts of Gospel (good news), salvation and hope, using theological terms.  Taking account of the contexts, suggest meanings for the selected texts, and compare ideas with ways in which Christians interpret these texts, showing awareness of how they are used in funerals.  Make clear connections between the Christian concept of the resurrection and what Christians believe about hope and life after death, and how they show this in their church communities.  Show how Christian belief in the resurrection and life after death makes a difference in people’s lives.  Weigh up how far biblical teachings and beliefs about life after death might make a difference to people in the world today, developing responses and insights of their own.</p>	Salvation	Salvation Gospels New life Funerals Hope Resurrection
<p><b><u>What is the best way for a Hindu to show commitment to God?</u></b>  Identify the different levels of commitment that is shown to different things and explain these priorities.  Make links between how Sikhs practice their religion and the beliefs that underpin this.  Respectfully ask questions about some of the ways Sikhs choose to behave and the levels of commitment they show.</p>	Prayer and worship	Sikh
<p><b><u>How can Brahman be everywhere and in everything?</u></b>  Describe some of the characteristics that form a character even when they are playing different roles.  Make links between Hindu beliefs regarding Brahman and Gods with how they choose to live their lives.  Express an understanding of how Brahman can/cannot be in everything.</p>	Beliefs	Brahman

