



# KS1 Progression of Knowledge and Skills Religious Education



## KS 1 Kent Agreed Syllabus

- A. Know about and understand a range of religions and worldviews.
- A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.
  - A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.
  - A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.
- B. Express ideas and insights about the nature, significance and impact of religions and worldviews.
- B1. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.
  - B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.
  - B3. Notice and respond sensitively to some similarities between different religions and worldviews.
- C. Gain and deploy the skills needed to engage seriously with religions and worldviews.
- C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.
  - C2. Find out about and respond with ideas to examples of co-operation between people who are different.
  - C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.

## KS 1 Ready to Progress Criteria

('Teaching a Broad and Balanced Curriculum for Educational Recovery', June 2021)

### At key stage 1 and 2:

- If pupils develop thorough knowledge of a particular **religion**, its **origins, settings, cultures, stories, sights and sounds**, they will gain not only a secure sense of what a religion is but will also have a strong foundation for studying other religions.
- Teachers should retain breadth of study within a religion. Otherwise, pupils may develop **misconceptions** about what it means to be **religious and non-religious**.
- Ensure pupils have a sense of the **diversity of religions**, as well as **non-religious worldviews** such as Humanism.
- Pupils should be secure in basic **ideas, teachings, stories and practices** critical to **religious and non-religious content**. Specific examples might be ideas such as 'dharma', 'sacred' or 'interpretation'.

Kent Agreed Syllabus Strand	Cycle A Progression of Knowledge and Skills	Topic Covered in
A- Know about and understand a range of religions and worldviews.	<ul style="list-style-type: none"><li>• I can recognise that some people believe God created the world and so we should look after it (A2).</li><li>• I can re-tell Bible stories and stories from Judaism about caring for others and the world (A2).</li></ul> <p><b>KEY VOCABULARY:</b> Jesus, valuable, unique, care, neighbour, Good Samaritan, Sukkot, Tzedakah, Torah, Bible, golden rule, Mother Teresa, Dr Barnado, creator, creation</p>	How should we care for others and the world, and why does it matter? (Strand: living)  (Year 2 Unit)

	<ul style="list-style-type: none"> <li>I can identify a special time they celebrate and explain simply what celebration means (A1).</li> <li>I can talk about ways in which Jesus was a special person who Christians believe is the Son of God (A2).</li> <li>I can identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion (A1).</li> <li>I can re-tell stories connected with Christmas/Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers (A2).</li> <li>I can suggest meanings for some symbols and actions used in religious celebrations, including Easter/Christmas, Chanukah (A3).</li> </ul> <p><b>KEY VOCABULARY:</b> festival, celebration, Jesus, Christmas, Easter, Harvest, Pentecost, Ramadan, event, Passover, Pesach, Eid-ul Fitr.</p>	How and why do we celebrate special and sacred times? (Year 1 Unit)
	<ul style="list-style-type: none"> <li>I can talk about some simple ideas about Christian beliefs about God and Jesus (A1).</li> <li>I can retell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means (A2).</li> <li>I can make links between what Jesus taught and what Christians believe and do (A2).</li> <li>I can recognise some Christian symbols and images used to express ideas about God (A3).</li> </ul> <p><b>KEY VOCABULARY:</b> Christian, God, Jesus, Bible, church, story, parable, miracle, pray</p>	Who is a Christian and what do they do? (Year 1 Unit)
	<ul style="list-style-type: none"> <li>I can recognise that there are special places where people go to worship, and talk about what people do there (A1).</li> <li>I can identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used (A3).</li> <li>I can suggest meanings to religious songs, responding sensitively to ideas about thanking and praising (A2).</li> </ul> <p><b>KEY VOCABULARY:</b> worship, pray, sacred, building, artefact, church: altar, cross, crucifix, font, lectern, candles, synagogue: ark, Ner Tamid, Torah scroll, tallit, kippah, mosque: wudu, calligraphy, prayer mat, prayer bead, minbar, mihrab, muezzin</p>	What makes some places sacred? (Year 1 Unit)
B- Express ideas and insights about the nature, significance and impact of religions and worldviews.	<ul style="list-style-type: none"> <li>I can talk about how religions teach that people are valuable, giving simple examples (B1).</li> </ul>	How should we care for others and the world, and why does it matter? (Strand: living) (Year 2 Unit)
	<ul style="list-style-type: none"> <li>I can ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion (B1).</li> <li>I can identify some similarities and differences between the celebrations studied (B3).</li> </ul>	How and why do we celebrate special and sacred times? (Year 1 Unit)
	<ul style="list-style-type: none"> <li>I can respond thoughtfully to a piece of Christian music and a Bible text that inspired it (B1).</li> </ul>	Who is a Christian and what do they do? (Year 1 Unit)

	<ul style="list-style-type: none"> <li>I can talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe (B2).</li> <li>I can ask good questions during a school visit about what happens in a church (B1).</li> <li>I can show that they have begun to be aware that some people regularly worship God in different ways and in different places (B3).</li> </ul>	What makes some places sacred? <b>(Year 1 Unit)</b>
C- Gain and deploy the skills needed to engage seriously with religions and worldviews.	<ul style="list-style-type: none"> <li>I know about issues of good and bad, right and wrong arising from religious stories (C3).</li> <li>I can use creative ways to express their own ideas about the creation story and what it says about what God is like (C1).</li> <li>I can suggest how we should care for others in the world.</li> </ul>	How should we care for others and the world, and why does it matter? (Strand: living) <b>(Year 2 Unit)</b>
	<ul style="list-style-type: none"> <li>I can collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers (C1).</li> <li>I can respond to examples of co-operation between different people (C2).</li> </ul>	How and why do we celebrate special and sacred times? <b>(Year 1 Unit)</b>
	<ul style="list-style-type: none"> <li>I can describe some of the ways in which people use music in worship, and talk about how different kinds of music makes them feel (C1)</li> </ul>	Who is a Christian and what do they do? <b>(Year 1 Unit)</b>
	<ul style="list-style-type: none"> <li>I can talk about issues of good and bad, right and wrong arising from the stories (C3).</li> <li>I can ask some questions about believing in God and offer some ideas of their own (C1).</li> </ul>	Who is a Christian and what do they do? <b>(Year 1 Unit)</b>

Kent Agreed Syllabus Strand	Cycle B Progression of Knowledge and Skills	Topic Covered in
A- Know about and understand a range of religions and worldviews.	<ul style="list-style-type: none"> <li>I can recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers (A3).</li> <li>I can give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean (A1).</li> <li>I can identify two ways people show they belong to each other when they get married (A1).</li> </ul> <p><b>KEY VOCABULARY: faith, community, baptism, dedication, symbols, marriage, ceremony, identity, sign, belonging, calligraphy, challah, Shabbat, wedding.</b></p>	What does it mean to belong to a faith community? <b>(Year 1 Unit)</b>

	<ul style="list-style-type: none"> <li>• I know that Muslims believe in God (Allah) and follow the example of the Prophet Muhammad</li> <li>• I can identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr (A1).</li> <li>• I know that Muslims do not draw Allah or the Prophet, but use calligraphy to say what God is like (A3).</li> <li>• I can re-tell a story about the life of the Prophet Muhammad (A2).</li> <li>• I can recognise some objects used by Muslims and suggest why they are important (A2).</li> <li>• I can make links between what the Holy Qur'an says and how Muslims behave (A2).</li> </ul> <p><b>KEY VOCABULARY:</b> Allah, Ramadan, Eid-ul-Fitr, Qur'an, Muslim, Prophet, respect, mosque, prayer mat, minaret, minbar, Imam, prayer beads, Shahadah</p>	Who is a Muslim and what do they believe? <b>(Year 2 Unit)</b>
	<ul style="list-style-type: none"> <li>• I can talk about the fact that Jewish people believe in God (A1).</li> <li>• I know that some Jewish people remember God in different ways (e.g. mezuzah, on Shabbat) (A3).</li> <li>• I can make links between some Jewish teachings and how Jewish people live (A2).</li> </ul> <p><b>KEY VOCABULARY:</b> Judaism, Jewish, precious, Star of David, mezuzah, challah bread, Shabbat, Shema, Hebrew, Chanukah, Torah, Yad, synagogue</p>	Who is Jewish and what do they believe? <b>(Year 2 Unit)</b>
	<ul style="list-style-type: none"> <li>• I can talk about some of the stories that are used in religion and why people still read them (A2).</li> <li>• I can suggest the meaning of stories from the Christian Bible and stories from another faith; (A2).</li> <li>• I know that there are links between the messages within sacred texts and the way people live (A2).</li> </ul> <p><b>KEY VOCABULARY:</b> holy book, Bible, Qur'an, Torah, parable/story, The Lost Sheep, Jesus, teach, Moses, Prophet Muhammad, story of Jonah</p>	What can we learn from special and sacred books? <b>(Year 2 Unit)</b>
B- Express ideas and insights about the nature, significance and impact of religions and worldviews.	<ul style="list-style-type: none"> <li>• I can talk about what is special and of value about belonging to a group that is important to them (B2).</li> <li>• I can show an awareness that some people belong to different religions (B1).</li> <li>• I can give examples of ways in which believers express their identity and belonging within faith communities, responding sensitively to differences (B2).</li> <li>• I can identify some similarities and differences between the ceremonies studied (B3).</li> </ul>	What does it mean to belong to a faith community? <b>(Year 1 Unit)</b>
	<ul style="list-style-type: none"> <li>• I can identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel (B1).</li> </ul>	Who is a Muslim and what do they believe? <b>(Year 2 Unit)</b>
	<ul style="list-style-type: none"> <li>• I know that Shabbat is a special day of the week for Jewish people and can give some examples of what they might do to celebrate Shabbat (B1).</li> </ul>	Who is Jewish and what do they believe? <b>(Year 2 Unit)</b>
	<ul style="list-style-type: none"> <li>• I know how Christian, Muslim and Jewish people might treat their sacred books (B3).</li> <li>• I know that sacred texts contain stories which are special to many people and should be treated with respect (B3).</li> </ul>	What can we learn from special and sacred books? <b>(Year 2 Unit)</b>

<p>C- Gain and deploy the skills needed to engage seriously with religions and worldviews.</p>	<ul style="list-style-type: none"> <li>• I can ask some questions about believing in God and offer some ideas of their own (C1).</li> <li>• I can explain the value of times of reflection, thanksgiving, praise and remembrance.</li> </ul>	<p>Who is a Muslim and what do they believe? <b>(Year 2 Unit)</b></p> <p>Who is Jewish and what do they believe? <b>(Year 2 Unit)</b></p> <p>What can we learn from special and sacred books? <b>(Year 2 Unit)</b></p>
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Assessment End Points Year 1	
Knowledge	Skills
<ul style="list-style-type: none"> <li>• I know the ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe.</li> <li>• I know about some Christian beliefs and the importance of God and Jesus.</li> <li>• I know that there are special places where people go to worship, and talk about what people do there.</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify special objects and symbols found in a place of worship.</li> <li>• I can retell stories connected to different festivals.</li> <li>• I can make links between religious beliefs and celebrations.</li> <li>• I can show an awareness that some people belong to different religions.</li> </ul>

Assessment End Points Year 2	
Knowledge	Skills
<ul style="list-style-type: none"> <li>• I know that Muslim, Christian and Jewish people believe in God and remember him in different ways.</li> <li>• I know how Christian, Muslim and Jewish people might treat their sacred books.</li> <li>• I know that there are links between the messages within sacred texts and the way people live.</li> </ul>	<ul style="list-style-type: none"> <li>• I can talk about how religions teach that people are valuable, giving simple examples.</li> <li>• I can make links between religious beliefs and celebrations.</li> <li>• I can retell a religious story.</li> </ul>