



Subject: RECore Content – Knowledge & Skills Progression

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
KS1 Cycle A	<p>1.2 Myself and Caring for Others. Christians and Jewish people Non-religious worldviews such as Humanism can also be considered.</p> <p>I will know about my uniqueness as a person in a family and community. I will know how we caring for others and exploring characteristics such as goodness, kindness, generosity, sharing. I will know about the religious stories and teaching e.g. Jesus' story of the Lost Sheep, the Jewish Psalm 23 and infer ideas about care from these texts. I will be able to discuss, share and express my own ideas</p>	<p>Celebrations and festivals Christians and Jewish people</p> <p>I know about annual or weekly celebrations for Christians and Jewish people including Christmas, Easter, Hanukkah and Shabbat. I will know about the songs, worship celebrations, stories, artefacts and food. I will know about Festivals from other faiths e.g. Diwali, Eid al Fitr. I will practice the skills of suggesting a meaning in an artefact, symbol or religious practice</p>	<p>1.3 Beliefs and teaching Christianity</p> <p>I will know some stories of Jesus, e.g. the Shepherds coming to the Manger, Healing the Ten Lepers, Calming the Storm on Lake Galilee, Feeding the 5000. I will know about some stories Jesus told, e.g. The Lost Coin, the Lost Son. I will know these stories matter to Christians because of who they believe Jesus was: God come to earth, with the power to help people in many ways.</p>	<p>2.4 Story</p> <p>Jewish and Christian stories about, for example, Noah, Abraham and Sarah, Jacob, Joseph, King David, Queen Esther, Jonah, Daniel. I will know about the Jewish Bible and the importance of the Torah. I can use my factual knowledge to suggest what it means to belong in varies ways. I can suggest what makes ancient stories valuable to some people today.</p>	<p>What do Christians believe God is like? 1.1 UC (GOD)</p>	<p>What is the good news that Jesus brings? 1.4 UC (Gospel)</p>

KS1 Cycle B	<p>2.1 Leaders</p> <p>I will know some stories of Moses (the baby in the bulrushes, the prince who ran away, the burning bush, the ten plagues, the parting of the red sea, the Ten Commandments). I will know some stories about Jesus and Saint Peter (e.g. Jesus calls Peter to follow him, Peter recognises Jesus as the Messiah, Jesus washes Peter's feet, Peter denies Jesus, Peter becomes the first leader of the Christians).</p>	<p>2.3 Belonging Christians</p> <p>I know belonging in a family, to a school and in the community. I know about ways of belonging in Christianity e.g. Christenings and Believers' Baptisms. Jesus' Baptism. The Golden Rule ('do to others what you would like them to do to you') and belonging to humanity.</p> <p>Why does Christmas matter to Christians? 1.3 UC (Incarnation)</p>	<p>Why does Easter matter to Christians? 1.5 UC (Salvation)</p>	<p>1.4 Symbols in religious worship and practice Christians and Jewish people</p> <p>I will know about worship at church and a synagogue, including the symbols, artefacts, music, holy books and other things that happen there. I will know about weddings in Jewish and Christian holy buildings. I can talk about visiting and studying churches and synagogues about the use of a place of worship. I can use my observation and thinking skills to compare holy buildings.</p>	<p>2.2 Believing Jewish</p> <p>Jewish and Christian stories about, for example, Noah, Abraham and Sarah, Jacob, Joseph, King David, Queen Esther, Jonah, Daniel. I will know about the Jewish Bible and the importance of the Torah. I can use my factual knowledge to suggest what it means to belong in various ways. I can suggest what makes ancient stories valuable to some people today.</p>	<p>Who made the world? 1.2 UC (Creation)</p>
Skills – End of Year Expectations	<p>Knowledge</p> <p>Year 1</p> <ul style="list-style-type: none"> o I know about annual or weekly celebrations for Christians and Jewish people including Christmas, Easter, Hanukkah and Shabbat. o I will know about the songs, worship celebrations, stories, artefacts and food. o I will know about Festivals from other faiths e.g. Diwali, Eid al Fitr. o I will know about my uniqueness as a person in a family and community. o I will know how we caring for others and exploring characteristics such as goodness, kindness, generosity, sharing. o I will know about the religious stories and teaching e.g. Jesus' story of the Lost Sheep, the Jewish Psalm 23 and infer ideas about care from these texts. o I will know some stories of Jesus, e.g. the Shepherds coming to the Manger, Healing the Ten Lepers, Calming the Storm on Lake Galilee, Feeding the 5000. o I will know about some stories Jesus told, e.g. The Lost Coin, the Lost Son. o I will know these stories matter to Christians because of who they believe Jesus was: God come to earth, with the power to help people in many ways. o I will know about worship at church and a synagogue, including the symbols, artefacts, music, holy books and other things that happen there. o I will know about weddings in Jewish and Christian holy buildings. <p>Year 2</p> <ul style="list-style-type: none"> o I will know some stories of Moses (the baby in the bulrushes, the prince who ran away, the burning bush, the ten plagues, the parting of the red sea, the Ten Commandments). 					

	<ul style="list-style-type: none"> o I will know some stories about Jesus and Saint Peter (e.g. Jesus calls Peter to follow him, Peter recognises Jesus as the Messiah, Jesus washes Peter's feet, Peter denies Jesus, Peter becomes the first leader of the Christians). o I know some Jewish peoples' ideas about God and the story of creation. o I know about the importance of Shabbat, a way of belonging, including the link between creation and Shabbat. o I will know some ways a Rabbi teaches the community about God. o I know belonging in a family, to a school and in the community. o I know about ways of belonging in Christianity e.g. Christenings and Believers' Baptisms. Jesus' Baptism. The Golden Rule ('do to others what you would like them to do to you') and belonging to humanity. o Jewish and Christian stories about, for example, Noah, Abraham and Sarah, Jacob, Joseph, King David, Queen Esther, Jonah, Daniel. o I will know about the Jewish Bible and the importance of the Torah. <p>Skills</p> <p>Year 1</p> <ul style="list-style-type: none"> o I will practice the skills of suggesting a meaning in an artefact, symbol or religious practice. o I will be able to discuss, share and express my own ideas. o I can engage with stories, remember characters, infer meaning and enjoy retelling the stories. o I can talk about visiting and studying churches and synagogues about the use of a place of worship. o I can use my observation and thinking skills to compare holy buildings <p>Year 2</p> <ul style="list-style-type: none"> o I will find out about Moses as a great leader for Jewish people. o I will find out about find out about Saint Peter as a Christian leader o I will consider what makes a leader: their behaviour, examples of their wisdom and rules for living harmoniously; the difference they have made. o I can compare non -religious leader o I can collect and gather information to compare. o Develop skills of discussion, observation, information gathering and remembering. o I can use my factual knowledge to suggest meanings in Jewish practice. o I can use my factual knowledge to suggest what it means to belong in varies ways. o I can suggest what makes ancient stories valuable to some people today. 					
LKS2 – Cycle A	<p>Hinduism 4.4</p> <p>I know about Hindu worship and celebration, including details information about stories of Rama and Sita, celebrations of Divali and at least one other Hindu festival in both India and in the UK.</p> <p>I can explore Hindu ideas about gods and goddesses, worship in the home and Mandir, beliefs and values expressed in stories,</p>	<p>Worship and sacred places 3.3</p> <p>I know Churches, Mosques and Mandirs and the ways these buildings express key ideas about belief and worship. I know 4 key terms in relation to each building.</p> <p>I can observe, notice, name, describe and remember aspects of worship in different religious buildings.</p>	<p>What do Christians learn from the Creation story? (UC) 2a.1 (Creation/Fall)</p>	<p>When Jesus left, what was the impact of Pentecost? 2a.6 (Kingdom of God)</p>	<p>Symbols and religions expressions 4.2</p> <p>I will know about non-religious views, for example about Humanist commitment to 'the one life we have.' I know about pilgrimages and religious journeys to, for example, Makkah (Muslim), Varanasi (Hindu) and Lourdes, Iona or the Holy Land (Christian). I know details about and reasons</p>	<p>Inspirational people from the past 3.4</p> <p>I can give examples of Islamic stories of the life of the Prophet Muhammad [PBUH] and his companions, and from Islamic history. I can practice the skills of inferring beliefs and ideas about values from stories and will practice writing biographically</p>

	<p>festivities and worship and learning from Hindu community life.</p> <p>I can gather information from video, story, visual resources and where possible interviews or visits, inferring and suggesting meanings to religious practices.</p>	<p>What type of world did Jesus want? 2a.4 (Gospel)</p>			<p>for ritual and practice on pilgrimages</p> <p>I know about local places of pilgrimage (such as Beth Shalom or Southwell Minster) and to reflect upon what kind of pilgrimages these represent.</p> <p>I can reflect about how the journey of a person who is spiritual but not religious might be like a religious pilgrimage.</p> <p>I can use and develop skills of expressing understanding and handling varied perspectives on pilgrimage.</p>	<p>about inspirational figures.</p> <p>I know at least two examples of inspirational people from the Jewish and Christian Bible such as Abraham, Jacob, Joseph, Moses, David, Esther, Ruth (some of these are also prophets in Islam).</p>
LKS2 – Cycle B	<p>Journey of life 4.1</p> <p>I will know key ways in which Christians, Hindus and Muslims see life as a journey.</p> <p>I will know information about the key moments marked by rituals for welcoming a baby, becoming an adult, celebrating a marriage and funeral rituals.</p> <p>I will know about a range of ideas about different concepts</p>	<p>What is Trinity? 2a.3 (Incarnation and God)</p>	<p>Spiritual expression 4.3</p> <p>I can give different examples of the music of the Christian community, explored in depth as forms of spiritual expression and worship.</p> <p>I can give about examples of music from Christianity including Christmas carols, a famous hymn, the Hallelujah chorus, contemporary</p>	<p>Why do Christians call the day Jesus died 'Good Friday'? (UC) 2a.5 (Salvation)</p>	<p>Community and prayer 3.2</p> <p>I know about prayer at a mosque or a church</p> <p>I know about beliefs about Allah / God and prayer in the different religions.</p> <p>I know Churches, Mosques and Mandirs and the ways these buildings express key ideas about belief and worship.</p> <p>I can observe, notice, name,</p>	<p>Being Christian 3.1</p> <p>I can see the meaning in rituals, suggesting what actions, symbols and ideas mean, explaining meaning to each other.</p> <p>I can identify similarities between the places of worship</p> <p>I can connect features of the buildings to religious beliefs, teachings, practices and ways of living.</p>

	<p>of an afterlife such as Muslim paradise, Christian heaven and Hindu reincarnation and Moksha. I can use and develop skills of expressing understanding and handling varied perspectives. I can recognise different reasonable ideas.</p>		<p>worship music and Christian's songs for children. I can explore different music, which they find inspiring and interesting. I can listen, discuss and express music appreciation</p>		<p>describe and remember aspects of worship in different religious buildings.</p>	<p>What is it like to follow God? UC 2a.2 (People of God)</p>
<p>Skills – End of Year Expectations</p>	<p>Knowledge Year 3</p> <ul style="list-style-type: none"> o I know about the practice, meaning and importance of the 5 daily Islamic prayers o I know about the meaning and use of the Lord's Prayer in Christianity o I know about prayer at a mosque or a church o I know about beliefs about Allah / God and prayer in the different religions. o I know Churches, Mosques and Mandirs and the ways these buildings express key ideas about belief and worship. o I know 4 key terms in relation to each building. o I know at least two examples of inspirational people from the Jewish and Christian Bible such as Abraham, Jacob, Joseph, Moses, David, Esther, Ruth (some of these are also prophets in Islam). <p>Years 4</p> <ul style="list-style-type: none"> o I will know key ways in which Christians, Hindus and Muslims see life as a journey. o I will know information about the key moments marked by rituals for welcoming a baby, becoming an adult, celebrating a marriage and funeral rituals. o I will know about a range of ideas about different concepts of an afterlife such as Muslim paradise, Christian heaven and Hindu reincarnation and Moksha. o I will know about non-religious views, for example about Humanist commitment to 'the one life we have.' o I know about pilgrimages and religious journeys to, for example, Makkah (Muslim), Varanasi (Hindu) and Lourdes, Iona or the Holy Land (Christian). o I know details about and reasons for ritual and practice on pilgrimages o I know about local places of pilgrimage (such as Beth Shalom or Southwell Minster) and to reflect upon what kind of pilgrimages these represent. o I know about Hindu worship and celebration, including details information about stories of Rama and Sita, celebrations of Divali and at least one other Hindu festival in both India and in the UK. <p>Skills Year 3</p> <ul style="list-style-type: none"> o I can see the meaning in rituals, suggesting what actions, symbols and ideas mean, explaining meaning to each other. o I can identify similarities between the places of worship o I can connect features of the buildings to religious beliefs, teachings, practices and ways of living. o I can observe, notice, name, describe and remember aspects of worship in different religious buildings. o I can give examples of stories and teaching from the Christian Gospels on the life, teaching and example of Jesus. o I can give examples of Islamic stories of the life of the Prophet Muhammad [PBUH] and his companions, and from Islamic history. o I can practice the skills of inferring beliefs and ideas about values from stories and will practice writing biographically about inspirational figures. <p>Year 4</p> <ul style="list-style-type: none"> o I can use and develop skills of expressing understanding and handling varied perspectives. o I can recognise different reasonable ideas. o I can reflect about how the journey of a person who is spiritual but not religious might be like a religious pilgrimage. o I can use and develop skills of expressing understanding and handling varied perspectives on pilgrimage. 					

	<ul style="list-style-type: none"> o I can recognise different reasonable ideas and describe varied religious practice and its meanings. o I can give different examples of the music of the Christian community, explored in depth as forms of spiritual expression and worship. o I can give about examples of music from Christianity including Christmas carols, a famous hymn, the Hallelujah chorus, contemporary worship music and Christian's songs for children. o I can explore different music, which they find inspiring and interesting. o I can listen, discuss and express music appreciation o I can explore Hindu ideas about gods and goddesses, worship in the home and Mandir, beliefs and values expressed in stories, festivities and worship and learning from Hindu community life. o I can gather information from video, story, visual resources and where possible interviews or visits, inferring and suggesting meanings to religious practices. 					
UKS2 – Cycle A	<p>Inspirational people 5.1</p> <p>I know the religious content in relation to Dr Martin Luther King, Saint Teresa of Kolkata, Gandhi, William Booth of Sneinton (founder of the Salvation Army), Dr Hany El Banna (founder of Islamic Relief), Desmond Tutu, John Sentamu, the Archbishop of York to 2020, Pandurang Shastri Athavale or Swami Vivekananda (Hindu leaders), other local or international examples.</p> <p>I can use the idea of inspiration, considering and weighing up factors in thinking about inspiration and leadership.</p>	<p>Incarnation – Was Jesus the Messiah? 2b.4</p>	<p>5.2 Religion & the Individual: what matters to Christians – Christianity</p> <p>I can discuss the deeper meanings of the celebrations of Christmas, Easter, Pentecost and Eucharist; I can use information to address questions, in discussion and writing, developing and using their ability to make sense of key concepts.</p>	<p>Salvation – what did Jesus do to save human beings? 2b.6</p>	<p>Words of wisdom 6.1</p> <p>I can understand two carefully selected texts from the scriptures of each of the religions selected for study. I can give two contemporary examples of members of each of the faith communities who are seeking to live out these texts and their values. I can develop the ability to respond thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different religions. I can develop the ability to respond thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different religions.</p>	<p>5.3 Beliefs & Questions: views on God/world/others – Hinduism, Islam, (non-religious)</p> <p>I know the ways Christians use some examples of Bible texts to guide them in facing life's challenges; the role of the Christian community in helping people to live a good life, and the pupils' reflections on Christians' uses of ideas such as Trinity, forgiveness or inspiration. I know about different ideas and forms of expression in relation to belief about God in Muslim and Hindu life I will use information to address questions, in discussion and writing, developing and using their ability to make</p>

						<p>sense of key concepts. I can consider how to express respectful attitudes to people different from themselves.</p> <p>Gospel – what would Jesus do? 2b.5</p>
UKS2 – Cycle B	<p>5.4 Beliefs in action in the world (arts, architecture, charities, generosity) – open choice of faiths</p> <p>I know about different charities which apply the ‘golden rule’ (‘treat others as you would like to be treated’, ‘love your neighbour as you love yourself’) from a range of religions and worldviews to some global problems. I can give some great examples of religious architecture from across the world and some local examples, including for instance Southwell Minster, local churches and</p>	<p>Kingdom- What kind of king is Jesus? 2b.8</p>	<p>Religion and local community 6.2</p> <p>I know about the statistics of world religions in the local area, the county, region, nation and world. I know at least two examples of inter faith co-operation. I can think reasonably about questions of community harmony and inter faith work.</p>	<p>Salvation – what difference does the resurrection make? 2b.7</p>	<p>Beliefs in action in the world 6.4 War</p> <p>I know about pre-war Jewish life and the impact of persecution and discrimination on Jewish people living in Germany in the 1930s. I know about the Kindertransport and the importance of providing refuge to people who are persecuted for who they are. I know about the work of the National Holocaust Centre and Museum as a place of remembrance in the UK. I can reflect on big questions about human values and behaviour. They will discuss, think and create</p>	<p>Beliefs in action in the world 6.3</p> <p>I know at least two examples of major faith based global aid and development charities (e.g. Islamic Relief, Christian Aid. Save the Children might be a good example of a charity without a religious identity). I know about spiritual concepts of justice, fairness, compassion and responsibility. I can gather, weigh up and use information through simple research gather, weigh up and use information through simple research. I can practice the skills of discussion, reasoning and</p>

	<p>chapels, a local Synagogue, Mandir and Mosque. I can use information to address questions, in discussion and writing, developing and using my ability to make sense of key concepts. I can consider how religious charities and architecture might be connected, thinking about dilemmas for themselves and via discussion.</p> <p>God – what does it mean if God is holy and loving? 2b.1</p>				<p>responses to the work for themselves.</p> <p>People of God- How can following God bring freedom and justice? 2b.3</p>	<p>argument in relation to questions about global issues.</p> <p>Creation/Fall- Creation and science conflicting or complementary? 2b.2</p>
<p>Skills – End of Year Expectations</p>	<p>Knowledge</p> <p>Year 5</p> <ul style="list-style-type: none"> o I know the religious content in relation to Dr Martin Luther King, Saint Teresa of Kolkata, Gandhi, William Booth of Sneinton (founder of the Salvation Army), Dr Hany El Banna (founder of Islamic Relief), Desmond Tutu, John Sentamu, the Archbishop of York to 2020, Pandurang Shastri Athavale or Swami Vivekananda (Hindu leaders), other local or international examples. o I know the ways Christians use some examples of Bible texts to guide them in facing life’s challenges; the role of the Christian community in helping people to live a good life, and the pupils’ reflections on Christians’ uses of ideas such as Trinity, forgiveness or inspiration. o I know about different ideas and forms of expression in relation to belief about God in Muslim and Hindu life o I know about different charities which apply the ‘golden rule’ (‘treat others as you would like to be treated’, ‘love your neighbour as you love yourself’) from a range of religions and worldviews to some global problems. <p>Year 6</p> <ul style="list-style-type: none"> o I know the religious content in relation to Dr Martin Luther King, Saint Teresa of Kolkata, Gandhi, William Booth of Sneinton (founder of the Salvation Army), Dr Hany El Banna (founder of Islamic Relief), Desmond Tutu, John Sentamu, the Archbishop of York to 2020, Pandurang Shastri Athavale or Swami Vivekananda (Hindu leaders), other local or international examples. o I know the ways Christians use some examples of Bible texts to guide them in facing life’s challenges; the role of the Christian community in helping people to live a good life, and the pupils’ reflections on Christians’ uses of ideas such as Trinity, forgiveness or inspiration. o I know about different ideas and forms of expression in relation to belief about God in Muslim and Hindu life o I know about different charities which apply the ‘golden rule’ (‘treat others as you would like to be treated’, ‘love your neighbour as you love yourself’) from a range of religions and worldviews to some global problems. <p>Skills</p> <p>Year 5</p> <ul style="list-style-type: none"> o I can use the idea of inspiration, considering and weighing up factors in thinking about inspiration and leadership. o I can discuss the deeper meanings of the celebrations of Christmas, Easter, Pentecost and Eucharist; 					

	<ul style="list-style-type: none"> o I can use information to address questions, in discussion and writing, developing and using their ability to make sense of key concepts. o I can reflect on my own responses to Hindu and Muslim texts and expression in creative arts and architecture. o I will use information to address questions, in discussion and writing, developing and using their ability to make sense of key concepts. o I can consider how to express respectful attitudes to people different from themselves. o I can give some great examples of religious architecture from across the world and some local examples, including for instance Southwell Minster, local churches and chapels, a local Synagogue, Mandir and Mosque. o I can use information to address questions, in discussion and writing, developing and using my ability to make sense of key concepts. o I can consider how religious charities and architecture might be connected, thinking about dilemmas for themselves and via discussion. <p>Year 6</p> <ul style="list-style-type: none"> o I can understand two carefully selected texts from the scriptures of each of the religions selected for study. o I can give two contemporary examples of members of each of the faith communities who are seeking to live out these texts and their values. o I can develop the ability to respond thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different religions. o I can think reasonably about questions of community harmony and inter faith work. o I can gather, weigh up and use information through simple research gather, weigh up and use information through simple research. o I can practice the skills of discussion, reasoning and argument in relation to questions about global issues. o I can reflect on big questions about human values and behaviour. They will discuss, think and create responses to the work for themselves.
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