

Oakfield Primary School's Progression of Knowledge - Religion and Worldviews

| Knowledge map EYFS | | | |
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| Nursery | <p>PSED: To know their own feelings and those of others and how to make good friendships, cooperate, and resolve conflicts peaceably.</p> <p>LITERACY: To know a range of texts (including simple bible stories) and simple comprehension skills.</p> <p>UNDERSTANDING THE WORLD: To know about their physical world and their community through a range of personal experiences (e.g. Easter traditions and Christmas). To know a broad range of stories around our culturally, socially, and ecologically diverse world. To know an enriching range of vocabulary to support their understanding of the world.</p> <p>EXPRESSIVE ARTS AND DESIGN: To develop knowledge on cultural and artistic awareness to support their imagination and creativity.</p> | | |
| Foundation | <p>EYFS statutory framework followed as above with opportunity to explore religious links. For example,</p> <ul style="list-style-type: none"> • To know people who are special to themselves and people who are important to members of a religious faith (e.g. Jesus). • To know that books are important sources of information and are introduced to religious texts • To know why some things are special and that important religious artefacts and objects are to members of a religious faith. • To know places which are special to themselves and others and some places of worship. • To know about their natural world and that there are some questions which are difficult to answer. To begin to know stories about creation/ beliefs about the natural world. | | |
| Knowledge map KS1 and KS2 | | | |
| | Christianity | Hinduism | Islam |
| Year 1 | <p>→ To know what Christians learn and understand about God through Old Testament bible stories e.g. Moses, Abraham, and Noah. They will understand that God is a guide, and has a plan.</p> <p>→ To know what stories in the New Testament tell us about Jesus' life, teachings (parables) and miracles.</p> <p>→ To know that Christmas is important to Christians, what</p> | | <p>→ To know what Muslims learn about Allah and their faith through the Qur'an. To know the Qur'an is special. To know stories which help Muslims understand the power of Allah and why the Qur'an is special to Muslims.</p> <p>→ To know that Allah is described in the Qur'an as Tawhid (Oneness of Allah) and Creator, and there are 99 names of Allah.</p> |

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| | <p>happens at Christmas and why.</p> <p>→ To know what Christians do to express their beliefs, through developing a sense of community of other Christians, e.g. by attending church, taking part in prayer events; through personal devotion and their commitment to God shown through prayer and actions e.g. baptism and confirmation.</p> | | <p>→ To know that Muslims express their beliefs through Ibadah (worship and belief in action) and through the use significant objects such as prayer beads, prayer mats and compass, and respect for teachers and elders.</p> <p>To know that Eid-UI-Fitr and Eid-UI-Adha are important celebrations to Muslims.</p> |
| Year 2 | <p>→ To know what the Bible says about how Christians should treat others and live their lives. To know about the parables (e.g. The Good Samaritan), Creation story (people should look after what God has made); and the story of Adam and Eve and making choices.</p> <p>→ To know that Christian faith and beliefs can be seen in the examples of inspirational Christians, e.g. Noah, David, Jonah, Mary, the disciples.</p> <p>→ To know what Christians do to celebrate birth, including the meaning of actions and symbols.</p> <p>→ To know what belonging means to individual Christians in the locality; and the church's role in bringing people together, e.g. during key festivals such as Christmas and Easter.</p> | | <p>→ To know what Muslims do to celebrate birth. To know that the birth of a baby is a blessing and they have a aqiqah ceremony and know why belonging is special. To know the call to prayer (Adhaan) into a baby's ear and taste of something sweet.</p> <p>To know about the shaving of the head and weighing of the hair.</p> <p>→ To know what the Qur'an says about how Muslims should treat others and live their lives; the Imam (faith), Sha'adah (statement of faith); serving others and supporting the poor.</p> <p>→ Know how Muslim faith and beliefs can be seen in the actions of inspirational Muslims. To know stories about Muhammed and other Prophets, e.g. Ibrahim.</p> |
| Year 3 | <p>→ To know how symbols in the Bible help Christians relate to God: The Trinity: Father (Creator), Son</p> | <p>→ To know how deities and key figures are described in Hindu sacred texts and stories. To know</p> | <p>→ To know what the main concepts in Islam reveal about the nature of Allah. To know about Tawhid</p> |

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| | <p>(God Incarnate) and Holy Spirit (Sustainer) → To know what symbols in the story of Jesus' baptism reveal about the nature of God: the symbolism of the dove as the Holy Spirit and the symbolism of water as cleansing and purity. → To know what visual symbols and symbolic acts can be seen in a Christian church. To know the act of Holy communion (symbolism in the last supper) – patterns of prayer, giving and acts of service, and symbols in Holy Communion worship. To know about the artefacts and symbols in the church - stained glass windows, the altar, communion table, pulpit and the cross etc. → To know how language within worship might express Christian beliefs. To know about liturgy, the Lord's prayer, and worship songs/hymns.</p> | <p>some of the key scriptures, e.g. Vedas, Bhagavad Gita, Ramayana, Mahabharata; the key themes in the Mahabharata – doing the right thing and making ethical choices; and the concept of Trimurti – Brahma → To know what Hindus might understand about the Divine through these stories. To know about Sanatana Dharma (Eternal Way) to find one's path to Brahman, being a right human being; the one God (Brahman); samsara, moksha and karma. → To know the purpose of visual symbols in the mandir. To know the key symbol: Om/Aum, swastika, lotus flower and murtis.</p> | <p>(Oneness of Allah), Iman (faith), Ibadah (worship/belief in action, includes Five Pillars), Akhlaq (behaviour, morality); Shahadah – statement of faith → To know what the purpose of visual symbols in a mosque are. They will understand Masjid, 'place of prostration'; symbolism in Islamic art as expression of faith as well as Islamic calligraphy; and the features of a mosque, e.g. dome, minaret, mimbar, prayer mats, qiblah, mihrab.</p> |
| Year 4 | <p>→ To know how Christian belief is expressed collectively. To know about worship in different Christian denominations, e.g. Quaker, Methodist, Evangelical, Pentecostal and globally, e.g. use of silence, music, actions, cultural traditions. To know the role of buildings, artefacts, symbols and their links to worship, rituals and ceremonies.</p> | <p>→ To know how Hindu belief is expressed personally and collectively. To know that it is sometimes individual rather than collective, e.g. home shrines, personal gods/goddesses; and how it is expressed in the mandir – puja. To know about artefacts used in worship, e.g. bell, puja tray; the importance of the family and puja in</p> | <p>→ To know how Muslim worship is expressed collectively. To know the role of the mosque and community - social, religious, educational and welfare centre. To know about Ummah - the global community of Muslims; and Hajj/Umrah - significance of this journey. → To know how Muslim worship</p> |

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| | <p>→ To know how Christian worship and celebration build a sense of community; and the role of communal celebration during worship and festivals, e.g. Holy Communion, Pentecost – what happens and why. To know the importance of worshipping together – singing, praying and sharing key life events such as birth and marriage.</p> | <p>the home; and family worship. → To know how Hindu worship and celebration build a sense of community. To know about Festivals, e.g. Diwali, Holi - stories, practices, food, worship, diversity and shared experiences</p> | <p>and celebration build a sense of community. To know about Eid and how families and communities prepare for and celebrate the festivals.</p> |
| Year 5 | <p>→ To know in which way the Bible teaches Christians to treat others. To know about the Ten commandments (Exodus 20:1-17, Deuteronomy 5:6-21); The Beatitudes (Matthew 5:1-12); The Sermon on the Mount (Matthew 5-7); and The Greatest Commandment (Mark 12:30-31). → To know how the Bible teachings are expressed in practice. To know about personal and corporate action – agencies, charities, e.g. Christian Aid, Tear Fund, CAFOD and link these to Jesus’ teachings. To know the impact of the faith and actions of inspirational people, e.g. Jackie Pullinger, Archbishop Justin Welby, Mother Theresa, Gladys Aylward, Christians Against Poverty and Street Pastors.</p> | <p>→ To know how Hindus reflect their faith in the way they live. To know about the devotion to Brahman; Dharma (moral values) – including duty towards self, deities, fellow human beings, other living beings, society. → To know what karma is and how it drives the cycle of samsara. To know that Karma is an 'action', every action has an equal reaction either immediately or in the future. To know about Samsara which is the process of reincarnation; and Moksha which is the freedom from samsara. → To know how a Hindu might seek to achieve moksha; through doing their duty, respecting all and aiming for liberation; through yoga, meditation and renunciation; and the way of living without committing harm.</p> | <p>→ To know what the Qur'an teaches Muslims about how they should treat others. To know that this is through the Five Pillars of Islam, and this keeps things as Allah intended them to be; binds the global Muslim community together To know what the Qur'an teaches about family life, roles and responsibilities. → To know how Muslim teachings guide the way Muslims act in the world. To know about the Hadith and living Islamically. To know about personal and corporate action; and about agencies/ charities, e.g. Islamic Aid. → To know how Muslim beliefs are expressed in practice, through inspirational contemporary people, e.g. Amir Khan, Salma Yaqoob, Yusaf Islam, Nadiya Hussain, Zayn Malik and Mo Farah.</p> |
| Year 6 | <p>→ To know how Christians show</p> | <p>→ To know how Hindus show they</p> | <p>→ To know how Muslims show</p> |

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| | <p>they belong; the outward signs of belonging - baptism, confirmation, dedication, believers' baptism, marriage - promises and vows made during these events; symbols or actions that are an expression of belonging to the Christian faith, e.g. cross, ichthus (fish).</p> | <p>belong. They understand Samskaras (passage of life); Birth - namkarna (naming ceremony), jatakarma (welcoming the baby into the family); ear piercing (karnavedha) and first haircut (mundan); Upananyana or sacred thread ceremony.</p> | <p>they belong. To know the significance of Birth and the choice of names; the qualities or people associated with certain names; and the role of madrasahs, e.g. training to become Hafez.</p> |
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