



## Key Knowledge for Religious Education

### EYFS

#### Key Knowledge and skills

Religious education is not a statutory part of the national curriculum but state funded, local authority schools must provide a basic curriculum. Schools designated as having a religious character are free to make their own decisions in preparing their syllabuses. Each local authority will have an agreed syllabus so it is important RE subject leaders are aware of the agreed syllabus and how statements from the 2020 Development Matters feed into that particular syllabus.

The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception.

The most relevant statements for RE are taken from the following areas of learning:

- Personal, Social and Emotional Development
- Understanding the World

#### Key Skills and Understanding

<b>Three and Four-Year-Olds</b>	Personal, Social and Emotional Development		Develop their sense of responsibility and membership of a community.
	Understanding the World		Continue to develop positive attitudes about the differences between people.
<b>Reception</b>	Personal, Social and Emotional Development		<ul style="list-style-type: none"> <li>• See themselves as a valuable individual.</li> <li>• Think about the perspectives of others.</li> </ul>
	Understanding the World		<ul style="list-style-type: none"> <li>• Talk about members of their immediate family and community.</li> <li>• Name and describe people who are familiar to them.</li> <li>• Understand that some places are special to members of their community.</li> <li>• Recognise that people have different beliefs and celebrate special times in different ways.</li> </ul>
<b>ELG</b>	Personal, Social and Emotional Development	Building Relationships	• Show sensitivity to their own and others' needs.
	Understanding the World	Past and Present	<ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society.</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>
		People and Communities	• 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.
<b>Nursery</b>			<b>Reception</b>
<u>F5 Being special: where do we belong? Part 1</u>			<u>F5 Being special: where do we belong? Part 2</u>
<ul style="list-style-type: none"> <li>• Do they know they belong to certain groups-family, school community?</li> </ul>			<ul style="list-style-type: none"> <li>• Do they know that some people belong to a religion?</li> </ul>



F4 What times are special and why? Part 1

- Do they know that people celebrate special times, e.g. Christmas?

F3 What places are special and why? Part 1

- Do they know that some people have a special place?

F1 Which stories are special and why? Part 1

- Do they know that there are special stories, e.g. Christmas, Easter?

F2 Which people are special and why? Part 1

- Do they know who special people are in their lives?

F6 What is special about our world? Part 1

- Do they know that the world and nature is special?

- Do they know that there are different religions?

F4 What times are special and why? Part 2

- Do they know why people celebrate different events?
- Do they know that there are different celebrations for some religious communities?

F3 What places are special and why? Part 2

- Do they know that some places are special to religious believers?
- Do they know the names of some religious buildings?

F1 Which stories are special and why? Part 2

- Do they know that religions have a holy book?
- Do they know that holy books contain special stories?

F2 Which people are special and why? Part 2

- Do they know that some people are important to some religious believers, e.g. Jesus?

F6 What is special about our world? Part 2

- Do they know that some religious believers believe that their God created the world?



## Key Knowledge

### **1.1 Who is a Christian and what do they believe? (Christians)**

- Do they understand what Christians believe about God and about Jesus as the Son of God?

### **1.6 How and why do we celebrate special and sacred times? (Christians, Muslims and/or Jewish people)**

- Do they know the significance of festivals and the value of celebration in both their own lives and in a religious context?

### **1.5 What makes some places sacred? (Christians, Muslims and/or Jewish people)**

- Do they know what makes a place 'sacred' and know that a place of worship has different features, including artefacts, symbols and rituals?



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## Key Knowledge for Religious Education

Year 2

## Key Knowledge

### **1.3 Who is Jewish and what do they believe? (Jewish)**

- Do they know what you might find in a Jewish home and how the objects would link to the Jewish way of life?

### **1.7 What does it mean to belong to a faith community? (Christians, Muslims and/or Jewish people)**

- Do they know how religious people show they belong to their faith community, including how babies are welcomed into different religions and promises made at weddings?

### **1.4 What can we learn from sacred books? (Christians, Muslims and/or Jewish people)**

- Do they know that sacred texts contain stories and lessons which are special to many people and should be treated with respect?

### **1.2 Who is a Muslim and what do they believe? (Muslims)**

- Do they know that Muslims believe in Allah and follow the example of the Prophet Muhammad?
- Do they know that the mosque is a place of worship for Muslims?



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**1.8 How should we care for others and the world, and why does it matter? (Christians, Muslims and/or Jewish people)**

- Do they know that religious teachings impact on how some religious followers care for other people and the for the world?



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**Key Knowledge for Religious Education**

Year 3

**Key Knowledge**

**L2.1 What do different people believe about God? (Christians, Hindus and/or Muslims)**

- Do they know that there are differences and similarities between the ideas about what God is like in different religions?

**L2.5a\* How do people from religious and non-religious communities celebrate key festivals? Christians/ Jewish people and non-religious worldviews)**

- Do they know that there are some differences in the way festivals(e.g. Christmas) are celebrated within different religious and non-religious worldviews?

**L2.2 Why is the Bible so important for Christians today? (Christians)**

- Do they know that the Bible is the sacred text of Christians and how it is used and valued in Christian communities today?

**L2.7 What does it mean to be a Christian in Britain today? (Christian)**

- Do they know what Christians do at home, in church and in the wider community and why these things are important to them?

**L2.4 Why do people pray? (Christians, Hindus and/or Muslims)**

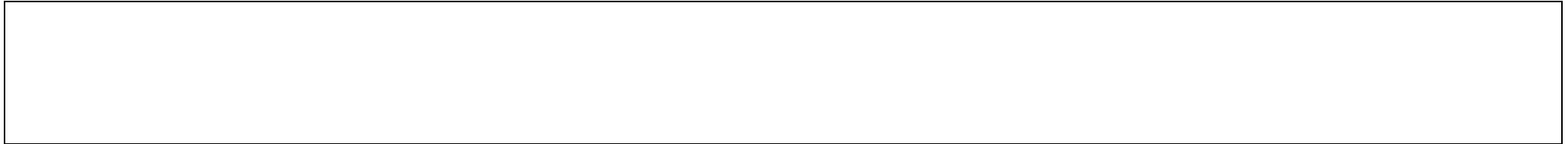
- Do they know what prayer is and understand the practice, symbols, words and significance of prayer to a person?

**L2.10 How do family life and festivals show what matters to Jewish people? (Jewish People)**

- Do they know that festivals and family life and rituals are valuable to Jewish people?



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## Key Knowledge for Religious Education

Year 4

### Key Knowledge

#### L2.3 Why is Jesus inspiring to some people? (Christians)

- Do they know why Jesus is considered to be an inspiring figure by Christians and many other people too?

#### L2.9 What can we learn from religions about deciding what is right and wrong? (Christians, Hindus and/or Jewish people and/or non-religious people)

- Do they know that some people are guided by their religion as to what is right and wrong?
- Do they know that some inspirational people have been guided by their religion?

#### L2.5 Why are festivals important to religious communities? (Christians, Hindus and/or Muslims and/or Jewish people)

- Do they know what matters the most to believers at festivals and the stories which are linked to them?

#### L2.8 What does it mean to be a Hindu in Britain today? (Hindu)

- Do they know the key aspects of Hindu life and worship and what it is like to be a Hindu in Britain today?

#### L2.6 Why do some people think that life is a journey and what significant experiences mark this? (Christians, Hindus and/or Jewish people and/or non-religious people)

- Do they know that different religions mark milestones on the journey of life, e.g. Baptism, Bar/Bat Mitzvah and Hindu Samskaras and marriage?



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## Key Knowledge for Religious Education

Year 5



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## Key Knowledge

### U2.1 Why do some people believe God exists? (Christian and non-religious)

- Do they know that Christians believe in God and the impact it has on their everyday lives and understand that this belief can be both valuable and challenging?
- Do they know that religious and non-religious groups have differing ideas about God's existence and their interpretation of what God is like?

### U2.4 If God is everywhere, why go to a place of worship? (Christians, Hindus and/or Jewish people)

- Do they know that different religious worldviews have differing opinions about places of worship?
- Do they know that places of worship can be important to followers and support them in difficult times?
- Do they know that places of worship can fulfil special functions in the lives of a believer?

### U2.2 What would Jesus do? Can we live by the values of Jesus in the twenty-first century? (Christians)

- Do they know how Jesus' teachings are applied today and the impact that they have on followers lives including challenges?

### U2.6 What does it mean to be a Muslim in Britain today? (Muslim)

- Do they know that Muslims follow the 5 pillars of Islam and the importance of these to Muslim believers?

### U2.9 What can be done to reduce racism? Can religion help? (Christians, Muslims, non-religious ideas (other examples are referenced and can be selected and developed by the school))

- Do they know the challenges racism presents to different communities?
- Do they know how and what religious groups do to reduce racism and how religious texts support this?



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## Key Knowledge for Religious Education

Year 6

### Key Knowledge

### U2.3 What do religions say to us when life gets hard? (Christians, Hindus and non-religious)

- Do they know why religion can help believers through hard times?
- Do they know that there are similarities and differences between beliefs about life after death?

### U2.7 What matters most to Christians and Humanists? (Christian and non-religious)



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- Do they understand the beliefs of a humanist and what matters to them in their everyday lives?
- Do they know that some Christians and humanists follow a moral code of living?

**U2.8 What difference does it make to believe in ahimsa, grace, and/or Ummah? (Christians, Hindus and/or Muslims)**

- Do they know the impact that ahimsa, grace and ummah has on a believer and how it relates to personal commitment?

**U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity? (Christians, Muslims and non- religious)**

- Do they know that some religious followers see their holy buildings and works of art as expressions and devotion to their God?
- Do they know that some religious followers are generous and give to charity?
- Do they know that some people are critical about religious art and architecture and the reasons for their opinions?

**U2.10 Green religion? How and why should religious communities do more to care for the Earth? (Hindus, Christians, Muslims and Jewish people (other examples can be selected by the school))**

- Do they know that different religious and spiritual ways of life can contribute to the human need to spoiling the environment and Earth? This includes viewpoints of climate change, environmental care and building a sustainable future for all.

