

RE RE



RE Progression: Skills



Nursery	Reception	Year 1	Year 2
<p>(Range 4/5 in Birth to 5 Matters)</p> <p>In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird</p> <p>Enjoys joining in with family customs and routines</p> <p>Recognises and describes special times or events for family or friends</p> <p>Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family</p>	<p>(Early Learning Goals)</p> <p>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.</p> <p>Talk about the lives of the people around them and their roles in society.</p>	<p>I can talk about a practice from a religion.</p> <p>I can retell a religious story using prompts and know that it is from a sacred text and is special to some people.</p> <p>I can recognise some religious symbols and words.</p> <p>I can talk about my own experiences and can link these to the communities to which I belong.</p> <p>I can ask 'who', 'what' and 'when' questions when exploring a religion.</p> <p>I have started to share my opinions and say what is important to myself and to others.</p> <p>I can ask questions about me, and who I am, showing awe and wonder. I can ask puzzling questions about Creation and God.</p> <p>I can see how I can work together with others even if we have differences.</p> <p>I can say ideas which are important to me and can say what I think to be right and wrong.</p>	<p>I can recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, and find out about the meanings behind them.</p> <p>I can retell and suggest meanings to some religious and moral stories. I can explore and discuss sacred writings and sources of wisdom and recognising the communities from which they come.</p> <p>I can recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.</p> <p>I can ask and respond to questions about what communities do, and why. I can identify what difference belonging to a community might mean.</p> <p>I can tell you different ways of expressing identity and belonging.</p> <p>I notice and respond sensitively to some similarities between different religions and worldviews.</p> <p>I ask questions about belonging, meaning and truth and can express my own ideas and opinions in response.</p> <p>I can find out about and respond with ideas to examples of co-operation between people who are different</p> <p>I can find out about questions of right and wrong and begin to express my own ideas and opinions.</p>

Year 3	Year 4	Year 5	Year 6
I can describe religions and world views, connecting my ideas and prior learning.	I can describe and make connections between different features of the religions and worldviews we have studied.	I can talk about celebrations, worship, pilgrimages and rituals which mark important points in life and reflect on ideas.	I can explain how history and culture can influence an individual and how some question these influences.
I can make connections between different stories / sayings and what they teach followers of different religions / worldviews.	I can describe and understand links between stories and other aspects of the communities I have been investigating.	I can respond thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities	I can explore eyewitness accounts and how these events may be explained through psychological or theological explanations and different ways of seeing the world.
I can explore belief in action and make connections with my own life and communities.	I can explore and describe a range of beliefs, symbols and actions so that I can understand different ways of life and ways of expressing meaning.	I can discuss my own and other's spiritual experiences.	I can discuss my own and other's spiritual experiences and find connections between communities.
I can give thoughtful responses using different forms of expression.	I can observe and understand varied examples of religions and worldviews.	I can observe and understand varied examples of religions and worldviews and can explain, with reasons, their meanings and significance to individuals and communities.	I can explain the religions and worldviews which I encounter clearly, reasonably and coherently.
I understand the commitment and dedication needed for those who follow a religion or non-religious world view.	I understand the challenges of commitment to a community suggesting why belonging to a community may be valuable in my own life.	I understand the challenges of commitment to a community suggesting why belonging to a community may be valuable both in the diverse communities being studied and in my own life.	I can develop insight and start to analyse the impact of diversity within a community.
I can consider an aspect of a religion and show differences and similarities to other religions or worldviews.	I can observe and consider different dimensions of religion.	I can explore and show understanding of similarities and differences between different religions and worldviews	I can discuss the nature of religion and compare the main disciplines which we have studied.
I can consider and discuss examples of key leaders in stories from different religions or world views as peacemakers and what this means.	I can explore the 'Golden Rule' and consider thoughtfully and respectfully how this affects my own and others' lifestyles.	I can explore responses to ultimate questions.	I can explore and make personal informed responses to ultimate questions.
I can discuss why worshippers choose to attend a particular place of worship and what it means to belong.	I can consider and apply ideas about ways in which diverse communities can live together for the well-being of all.	I can consider and apply ideas about ways in which diverse communities can live together for the well-being of all, and respond thoughtfully to ideas about community, values and respect	I can discuss issues about community cohesion and demonstrate understanding of different views.
I can reflect on my own values and explore what I can learn from the values of believers.	I can discuss and apply my own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair.	I can discuss and apply my own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express my own ideas clearly in response.	I can explore moral and ethical questions using examples.

RE Progression: Christianity FS/KSI



Foundation Stage:

Au 1: Children will learn about Harvest Festival and how some people will celebrate it. Children will learn how Hindus celebrate Diwali.

Au2: Children will learn Christmas story from the Bible and how Christians celebrate Christmas. Children will learn about how different families celebrate birthdays.

Sp1: Children will learn how Lunar New Year is celebrated.

Sp 2: Children will learn about Shrove Tuesday and what Christians do on this day. Children will learn the Easter story from the Bible and how Christians celebrate Easter. They will learn about the symbol of the cross and its importance.

Su 1: Children will learn how Muslims celebrate Eid.

Year 2:

Au 1: Children will learn about leaders in Christianity. They will learn why Christians believe Jesus was a teacher and a leader and learn the story of the feeding of the 5000.

Au2: Children will recall the Christmas story and how Christians celebrate at Christmas. Children will learn how Christmas is celebrated around the world. Children will focus on Herod as a leader, building on their learning from last half term.

Sp1: Children will find out that some Christians baptise a baby and some baptize an adult. They will find out about Holy communion. Children will find out how Christians celebrate a marriage.

Sp 2: Children will learn about Jesus' disciples and why friends are important. Children will learn about Jairus' daughter and how Christians believe she was healed. Children will learn the Easter story and what this means to Christians.

Year 1:

Au 1: Children will learn why Christians believe people are special. They will learn about how a baby is welcomed into the Christian faith in some churches. Children will learn about Jesus' baptism.

Au 2: Children will learn the Christmas story (nativity) with a focus on the wise men and will be able to name the gifts. Children will learn that Christians believe Jesus is a gift from God. Children will learn that Christians believe Jesus brings hope and peace.

Sp1: Children will learn the creation story from a Christian perspective. Children will learn how Christians believe animals and humans were created.

Sp2: Children will learn Christians believe Jesus lived a long time ago and he was the Son of God. They will be able to explain the Easter story. Children will explain the story of the Good Samaritan. Children will learn how the Bible shows Christians how Jesus acted.

Su1: Children will identify the Bible as a Christian book.

RE Progression: Christianity KS2



Year 3:

Sp1: Children will learn different ways Christians may see Jesus. They will learn what the gospels are in the Bible. Children will learn about the world during the time Jesus lived.

Su1: Children will learn why the Bible is important to Christians. They will learn about the structure of the Bible (OT, NT, different types of books) and begin using the Bible to find verses. Children will look at where the books in the Bible are located.

Year 4:

A2: Children will learn about the location of Bethlehem and people going on pilgrimages there, including Mary and Josephs. They will look at the story of the angels and the shepherds. Children will learn more about the three wise men and how they are portrayed. They will find out

Sp2: Children will learn about Jesus' journey to Bethlehem and the Last Supper. They will find out about the resurrection and crucifixion. They will learn the word Messiah and what this means.

Su1: Children will learn the parables of the Tax Collector, friend at midnight and the judge to explore what Christians can learn. They will also learn the parable of the mustard seed.

Year 5:

Sp1: Children will learn stories from the Bible: Ruth and Naomi, Daniel and the Lion's Den and John the Baptist. They will learn about Paul's conversion. Children will compare the old and new testaments and understand their make-up.

Sp2: Children will learn about the Christian belief of the Trinity and some key vocabulary. They will learn about stations of the cross. Children can explain what salvation and resurrection are.

Year 6:

Au2:: Children will learn the Christian belief about church and some different places of worship. They will look at ways in which the church serves the community. They will learn about the global Christian church.

Su1: Children will learn about different symbols linked to Christian festivals.

RE Progression: Islam



Year 1:

Sp1: Children will learn the creation story from a Muslim perspective. Children will learn how Muslims believe animals and humans were created.

Su1: Children will identify the Qu'ran as a Muslim special book.

Su2: Children will learn who Muhammed was and how his birthday is celebrated. They will learn how Islamic New Year is celebrated. They will learn about Ramadan and the festival of Eid.

Year 2:

Au1: Children will learn about leaders in Islam.

Su1: Children will recap on the creation story and remember what the Qu'ran is. Children will learn what the Shahadah is. Children will learn about how a baby is welcomed into a Muslim family and about a Muslim wedding.

Year 3:

Au1: Children will learn the five pillars of Islam and what they mean. Children will find out about the meaning behind different Islamic names. Children will learn about a pilgrimage and Hajj. They will recap on their learning of Muslim ceremonies.

Response— which rules do I follow in my daily life to help me be a good person?

Year 5

Au1: Children will learn who Muhammed was and how he is described. They will learn about the Qu-ran. Children will find out why Muhammed is seen as a role-model.

Au 2: Children will learn about being a member of a Muslim community.

Su1: Children will learn the origins of the Qu-ran and how about the names of Allah. They will learn how the Qu-ran helps Muslims live today. They will learn what Madrasah is.

Year 6

Su1: Children will explore Muslims beliefs about artwork and other Islamic art patterns.



RE Progression: Hinduism

Year 1

Sp1: Children will learn the creation story from a Hindu perspective. Children will learn how Hindus believe animals and humans were created.

Year 2

Su2: Children will learn what Hindus believe and the beginning of Hinduism. They will learn about special events called the samskaras. Children will find out what traditional Hindu weddings are like and about the festival of Raksha and Bandhan. They will learn who Ganesh is.

Year 3

Su2: Children will learn the story of Rama and Sita and the festival of Diwali and how this is celebrated. Children will find out about rangoli patterns. Children will learn who Lakshmi is.

Year 4

Sp1: Children will learn about Svetketu and the characteristics of Hindu Gods and Goddesses. They will also learn about puja and a mandir and how Hindu's worship.

Year 6

Au1: Children will learn some key beliefs of Hinduism—the story of Knappar. Shivalingas and Kirshna. Children will learn about the story of Ajamil and Kabir.

RE Progression: Judaism

Year 3:

Au 2: Children will identify Judaism as a main religion and identify why Abraham and Moses are important figures in the Jewish religion. They will learn about the Torah and the links to the Bible. They will learn about Jewish rules regarding eating and charity.

Response— what would the world be like without rules?

Su1: Children will build on learning from autumn term. They will understand the Passover and how it is celebrated. Children will learn about the escape from Egypt and how and why Purim is celebrated.

Year 5:

Au 2: Children will learn about being a member of a Jewish community.



RE Progression: Sikhism

Year 2

Au1: Children will learn about Guru Gobind Singh Ji and why he is important to Sikhs.

Year 4

Su2: Children will learn how Sikhism is a religion and the core beliefs and practises. They will learn about the naming, marriage and baptism ceremonies and compare those to those learnt previously in other religions. Children will learn what Sikhs believe about life after death.

Year 6

Sp2: Children will learn the history of Sikhism. They will learn what prayer is and the Mool Mantar. They will learn about the festivals of Naam Karan and Amrit. They will learn about the 5 K's. Children will find out about community and Sikh beliefs about equality.

RE Progression: Humanism

Year 6

Sum 2:

Children will learn that humanists hold the belief that human beings are special and human life is valuable.

They will learn that they hold the belief of an absence of belief in a god or gods, and the absence of belief that we can ever know if there is a god. They will learn about how humanists hold the belief that human beings can find their own way to be happy. They will learn about their belief that human beings should be good to each other

RE Progression: vocabulary



<p><u>Year 1</u></p> <p>Christmas – Christian festival that celebrates the birth of Jesus</p> <p>Mary – Jesus’ mum</p> <p>Joseph – the husband of Mary</p> <p>Wise men – important people who brought gifts to Jesus at his birth</p> <p>Gold – an expensive metal</p> <p>Frankincense – an expensive perfume</p> <p>Myrrh – an expensive spice</p> <p>Bethlehem - the town where Jesus was born</p> <p>baptism– a Christian ceremony</p>	<p><u>Year 2</u></p> <p>nativity – the birth of Jesus</p> <p>tradition – events that are repeated over many years</p> <p>carols – Christian songs sung at Christmas</p> <p>leader– people who are in charge of something</p> <p>responsibilities– when you are in charge of a task</p>	<p><u>Year 3</u></p> <p>Torah- Jewish holy book</p> <p>Abraham – founder of Judaism</p> <p>Mount Sinai – mountain where God gave the 10 commandments to Moses</p> <p>Ten Commandments – rules given to Moses</p> <p>Moses – a prophet and leader of the Israelite people</p> <p>kosher – meat and milk products not mixed together</p> <p>kosher meat – meat that has been slaughtered properly</p> <p>Shahadah– Allah is the only God</p> <p>Salat– pray 5 times a day</p> <p>Zakat– give money to the poor</p> <p>Sawm– fasting during Ramadan</p> <p>pilgrimage– a journey to a religious place</p>
<p><u>Year 4</u></p> <p>Pilgrimage – a journey to a religious place</p> <p>Nazareth – the village that Jesus grew up in</p> <p>Herod – King of Judah who tried to kill Jesus</p> <p>tolerance– accepting people for who they are</p> <p>diversity– differences between people</p> <p>stewardship– Christian belief that humans have a responsibility to take care of the world</p>	<p><u>Year 5</u></p> <p>belief - an acceptance that something exists or is true even without seeing it.</p> <p>faith - a complete trust or confidence in something or someone.</p> <p>religious community - a group of people who practice the same religion.</p> <p>non-religious community - a group of people who share the same values but are not linked to religion.</p> <p>multi-faith community - a group of people who live in the same place but have different religious views.</p> <p>Muhammed– Allah’s final messenger and prophet</p>	<p><u>Year 6</u></p> <p>Apostles – special followers of Jesus</p> <p>worship – love and devotion shown to a god or an object</p> <p>global community – a group people that are connected around the world</p> <p>denomination – branches of a religion</p> <p>universal God– God of the whole universe</p> <p>Baghavad Gita– Hindu holy book</p> <p>Brahmin– a type of Hindu priest</p> <p>Sadu– a holy man</p>