

Progression in RE

National Curriculum	Possibilities <i>This driver helps pupils to build aspirations and identify available opportunities for their future lives</i>		Initiative <i>This driver helps pupils to grow as independent learners and develops resourcefulness in a variety of situations</i>		Community & Environment <i>This driver develops a sense of belonging and nurtures curiosity about, and empathy for, local, national and global issues</i>		Health & Well-being <i>This driver underpins every aspect of our curriculum. It helps to guide children's life choices and nurtures emotional growth</i>				
	Investigation skills Higher order thinking skills To be able to hypothesise and philosophise about a big questions		Promotes curiosity Logical discussion Questioning skills Analysis of the world around us		Investigating the local area Visit religious sites Engage with people from other religions Take part in religious ceremonies		To understand the world around us To express their own world views and share religious experiences To ask and discuss questions that are difficult to explain or understand To promote tolerance and respect				
	<p>The Religious Education syllabus has three disciplines: Theology, Philosophy and Human and social sciences.</p> <p>Theology – where belief comes from. How beliefs change over time. How beliefs relate to each other. How beliefs shape the way believers see the world.</p> <p>Philosophy – The nature of knowledge, meaning and existence. How and whether things make sense. Issues of right and wrong, good and bad.</p> <p>Human and social sciences – The diverse nature of religion. Diverse ways in which people practice and express beliefs. The ways in which beliefs shape the individual identity and impact on communities and society and vice versa.</p> <ul style="list-style-type: none"> • An outstanding level of religious knowledge and understanding. • A thorough engagement with a range of ultimate questions about the meaning and significance of existence. • The ability to ask significant and highly reflective questions about religion and demonstrate an excellent understanding of issues related to the nature, truth and value of religion. • A strong understanding of how the beliefs, values, practices and ways of life within any religion cohere together. • Exceptional independence; the ability to thinking for themselves and take the initiative in, for example, asking questions, carrying out investigations, evaluation ideas and working constructively with others. • Significant levels of originality, imagination or creativity, which are shown in their responses of their learning in RE. • The ability to link the study of religion and belie to personal reflections on meaning and purpose. • A wide knowledge and deep understanding across a wide range of religions and beliefs. 										
	Year 1				Year 2						
Autumn		Spring		Summer		Autumn		Spring		Summer	
All about me		Toys		Victorian school		Great fire of London		Incredible islands		Rainforests	
Prior learning Key religion/Worldview to be covered.		Prior learning: EYFS - Significant events and important celebrations including: Diwali, Christmas & Easter Key religion/worldview: Hinduism		Prior learning: Y1 - What do my senses tell me about the world of religion and belief? (Christian, Hindu, Jewish) Y1 – How does a celebration bring a community together? (Muslim, Christian) Key religion/worldview: Christianity		Prior learning: Y1 - What do my senses tell me about the world of religion and belief? (Christian, Hindu, Jewish) Key religion/worldview: Judaism		Prior learning: EYFS – Why do Christians perform the Nativity at Christmas? Y1 – What do my senses tell me about the world of religion & belief? (Christian, Hindu, Jewish) Y1 – What do Jewish people remember on Shabbat? Key religion/worldview: Christianity, Hinduism, Judaism		Prior learning: Y1 – What do my senses tell me about the world of religion and belief? (Christian, Hindu, Jewish) Y1 – How does a celebration bring a community together? (Muslim, Christian) Y1 – What do Jewish people remember on Shabbat? (Jewish) Y2 – Why is light an important symbol for Christians, Jews & Hindus? (Christian, Jewish, Hindu) Key religion/worldview: Judaism	
				Prior learning: EYFS – Why do Christians perform Nativity? EYFS – Why do Christians put a Cross in an Easter garden? Key religion/worldview: Christianity and Islam		Prior learning: R.1 – Why is the word God so important to Christians? Y1 - What do my senses tell me about the world of religion and belief? (Christian, Hindu & Jewish) Y1 – What does the cross mean to Christians? (Christian)		Prior learning: EYFS – Why do Christians perform the Nativity at Christmas? Y1 – What do my senses tell me about the world of religion & belief? (Christian, Hindu, Jewish) Y1 – What do Jewish people remember on Shabbat?		Prior learning: Y1 – How does a celebration bring a community together? (Muslim / Christian) Y1 – What does the cross mean to Christians? (Christian) Y2 – Why is light an important symbol for Christians, Jews &	

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			Key religion/worldview: Christianity/Hinduism	Y2 – Why is light an important symbol for Christians, Jews & Hindus? (Christian, Hindu, Jewish) Key religion/worldview: Christianity	Hindus? (Christian/ Jewish / Hindu) Key religion/worldview: Christianity	
	<p>Autumn term 1 1.1 Disciplinary focus: Philosophy</p> <p>Enquiry Question(s): What do my senses tell me about the world of religion and belief? Pupils can:</p> <ul style="list-style-type: none"> Begin to make connections using their senses and what they know about the world around them Ask “I wonder ...” questions about the world around us Use our senses to investigate worship in different religious traditions Use our senses to justify a belief that they hold <p>Core knowledge:</p> <ul style="list-style-type: none"> The five senses (see, hear, smell, touch, taste) and how they are engaged in religion and worship The worship practice of Hindu Puja Visual art, e.g., Murti / Image of Hindu God Artefacts, e.g., Arti Lamp has five wicks one for each blessing Smell – incense is used as part of Hindu worship at a shrine Taste – food such as fruit is left at the shrine as an offering to the Gods <p>Christianity</p>	<p>Spring term 1 1.4 Disciplinary focus: Theology</p> <p>Enquiry Question (s): What does the cross mean to Christians? Pupils can:</p> <ul style="list-style-type: none"> Give a clear, simple account of the Easter Story. Recognise that the Easter Story contains Christian beliefs about salvation. Recognise that the Easter Story is a source of hope for Christians <p>Core knowledge:</p> <ul style="list-style-type: none"> The Easter narrative in the Bible. Christians believe Jesus’ died on a cross (crucifixion) to save people (salvation). Christians believe Jesus came back to life (resurrection). Christians believe Easter gives people hope of a new life, now and in the future. 	<p>Summer term 1 1.3 Disciplinary focus: Theology</p> <p>Enquiry Question(s): What do Jewish people remember on Shabbat? Pupils can:</p> <ul style="list-style-type: none"> Retell the Jewish story of Creation. Give an example of how Jews use the day of rest from the story of the creation to guide their daily lives. Recognise that the practice of Shabbat shows a strong relationship between Jews people and God. <p>Core knowledge:</p> <ul style="list-style-type: none"> The Jewish story of creation and relate it to observing Shabbat. Jews believe in one God and that He is the creator. Shabbat is celebrated as a weekly tradition for Jewish families. The symbolism of the key artefacts used during Shabbat: <ul style="list-style-type: none"> Candles – are lit before Shabbat to create peace in the home. Challah Bread – a special plaited bread to show how Jews love Shabbat. Kiddush Cup – a special goblet that holds the wine that is blessed for Shabbat. Zemirot – the special songs sung at the table for Shabbat. 	<p>Autumn term 1 2.1 Disciplinary focus: Theology</p> <p>Enquiry Question(s): Why is light an important symbol for Christians, Jews and Hindus? Pupils can:</p> <ul style="list-style-type: none"> Retell at least one narrative where light is an important symbol. Recognise that the narratives used by Christians, Hindus and Jews reflect their key beliefs. Give an example of how Christmas, Hindu and Jews and beliefs (and the symbolism of light) to guide their daily lives. <p>Core knowledge:</p> <ul style="list-style-type: none"> The Christian belief that Jesus is the Light of The World (John 8:12) How the Diwali story reflects Hindu beliefs about good and evil. How the Hanukkah story reflects Jewish beliefs about God as provider. The symbolic meaning of lighting the Shabbat Candle. 	<p>Spring term 1 2.4 Disciplinary focus: Human & Social Science</p> <p>Enquiry Question(s): How do Jews celebrate Passover (Pesach)? Pupils can:</p> <ul style="list-style-type: none"> Recognise that Passover (Pesach) is a Jewish festival. Identify ways in which Passover can have an impact on Jewish daily life and family. Identify evidence of religion and belief especially in the local area. <p>Core knowledge:</p> <ul style="list-style-type: none"> What is the Seder meal? The story of Passover in the context of Exodus. Symbolism of each part of the Seder plate. Jewish family traditions related to Passover. <p>The importance of Moses within Judaism.</p> <p>Spring term 2 2.3 Disciplinary focus: Human & Social Science</p> <p>Enquiry Question(s): How do Christians belong to their faith family? Pupils can:</p> <ul style="list-style-type: none"> How Christenings and baptisms show Christians belong to their faith families. 	<p>Summer term 1 2.5 Disciplinary focus: Philosophy</p> <p>Enquiry Question(s): Enquiry: Why do people have different views about the idea of God? Pupils can:</p> <p>Give a reason why a member of at least one other religious community might believe in God. • Give a reason why a person might not believe in God. • Give an example of what a member of a religious community might believe about God. • Make connections between people’s beliefs of right and wrong and their belief about God.</p> <p>Core knowledge:</p> <p>The word ‘God’ is a name.</p> <ul style="list-style-type: none"> The word ‘God’ is a name. <p>•The key beliefs about God from at least two different religions/worldviews.</p> <p>• How a person’s behaviour is connected to their view of God.</p> <p>Summer Term 2 Consolidation of previous topics and time to complete the RE curriculum.</p> <p>Christianity – Rev Marion to lead an assembly for year 2 on New Beginnings.</p>

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	<p>Christmas focus in December. Visit from Mary and Joseph from the local Church led by Rev Marion.</p>	<p>Spring term 2 1.2 Disciplinary focus: Human and Social Sciences</p> <p>Enquiry Question(s): How does a celebration bring a community together?</p> <p>Pupils can:</p> <ul style="list-style-type: none"> Recognise the meanings of the term Christian and Muslim. Recognise practices associated with the festivals of Christmas and Eid-ul-Fitr. Recognise ways in which a celebration can encourage a sense of belonging within a faith community. <p>Core knowledge:</p> <ul style="list-style-type: none"> How Christians celebrate Easter. How Muslims celebrate Eid-ul-Fitr and Eid-ul-Adha. How do these festivals help to bring the religious communities together? 	<p>Summer term 2 1.5 Disciplinary focus: Philosophy</p> <p>Enquiry Question(s): How did the universe come to be?</p> <p>Pupils can:</p> <ul style="list-style-type: none"> Ask at least one question about the origin of the universe. Give a simple reason, using the word 'because', for the origin of the universe. Know that, for some people, religions provide an answer to the question of the origin of the universe (creation stories). Know that beliefs about the origin of the universe influence how individuals treat the world around them. <p>Core knowledge:</p> <ul style="list-style-type: none"> The creation stories within Christian and Hindu traditions. Non-religious ideas about the origin of the universe. 	<p>Autumn term 2 2.2 Disciplinary focus: Theology</p> <p>Enquiry Question(s): Pupils can:</p> <ul style="list-style-type: none"> Retell the Christmas story. Recognise that Christians believe Jesus was sent by God to be him in the flesh. Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas. Recognise the connection between Christmas and Easter <p>Core knowledge:</p> <ul style="list-style-type: none"> The Christian belief that God became human in Jesus. The Nativity narratives are in the books of Luke and Matthew in the Bible. How incarnation and salvation relate to one another for Christians. Jesus is an important and historical figure to Christians. <p>Christians use the nativity story to influence their actions at Christmas, e.g., thankfulness and giving</p>	<ul style="list-style-type: none"> How artefacts are used to show Christians belong to their faith families. The use of light and water in both infant and adult baptisms. Different symbols that show belonging. The church is a group of people and not just a building. <p>Core knowledge:</p> <ul style="list-style-type: none"> Identify how Christian beliefs impact on their worship and sense of belonging. Identify some Christian symbols and artefacts. Identify different ways Christians show they belong to their faith family. Recognise that some people call themselves Christians. 	
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Vocabulary	Autumn term 1	Spring term 1	Summer term 1	Autumn term 1	Spring term 1	Summer term 1
	<ul style="list-style-type: none"> • Sense Any of the 5 ways we understand and experience our surroundings – sight, touch, taste, smell & hearing • Religion A set of beliefs about how the universe was made and what its purpose is • Worship Love and devotion shown to something special and sacred • Belief An idea that is accepted as being true • Shrine A special place devoted to a God or Holy person • Mantra Sacred words spoken or sung in prayer • Puja Meaning 'Flower' is a special ceremony which includes offerings of flowers and fruit to Hindu gods • Murti A picture of statue of a Hindu god or goddess 	<ul style="list-style-type: none"> • Christian Being a member of the religion which follows the teachings of Jesus Christ • Cross A symbol of Christianity • Crucifixion A Roman execution of someone by nailing them on a cross • Jesus The son of God – a teacher and prophet who founded the Christian faith • Resurrection To return to life after death • Salvation The act of saving someone, or being saved from evil or sin 	<ul style="list-style-type: none"> • Jew/ Jewish A Jew is a person who practices the Jewish religion, Judaism. • Menorah A holy candle stick with 7 branches used in Jewish worship. • Challah Bread A special bread eaten during Jewish celebrations. • Shabbat The Jewish day of rest. Shabbat happens each week from sunset on a Friday, to sunset on Saturday. • Judaism A religion where followers believe in one God who revealed himself through ancient prophets. • Synagogue A place of worship used by Jewish people. • Creation The creating of the world. • Kiddush Cup A special cup used for Jewish celebrations. • Zemirot The special songs sung at the table for Shabbat. 	<ul style="list-style-type: none"> • Diwali A Hindu festival with lights, held in the period October to November. • Menorah A candelabrum with eight branches and a central socket used in Jewish worship. • Worship A feeling of devotion and great admiration shown for a deity. • Hanukkah A Jewish festival – lasting 8 days. • Shabbat Jewish people's day of rest – the 7th day. • Symbol The use of an image to represent ideas. 	<ul style="list-style-type: none"> • Passover A Jewish festival to remember the freedom of Israelites from Egyptian slavery • Pesach A Jewish term used for Passover festival • Seder plate A special plate that contains foods to help Jewish people remember Passover • Matzah bread A type of flat bread eaten during the Passover meal • Exodus A mass departure of people • Celebration The act of remember an important day or event • Festival A time of celebration • Haggadah A special text recited at the Seder on the first two nights of Passover 	<ul style="list-style-type: none"> • God A spirit or being believed to control some part of the universe or life and often worshiped for doing so. • Atheist Someone who does not believe in any god or gods, or who believes that god doesn't exist. • Humanist A person who believes in the idea that people do not need a god or religion. • Agnostic Someone who does not know, or believes that it is impossible to know if a god exists. • Brahman The Highest Universal Being and Absolute God of Hinduism • Allah The name Muslims give to God. Theist Someone who believes in the existence of a god or gods, especially a god who created the world.

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		<p>Spring term 2</p> <ul style="list-style-type: none"> • Celebration The action of celebrating an important day or event. • Christian A person who is a believer in Christianity – the religion based on the person and teachings of Jesus Christ. • Christmas An annual Christian festival celebrating Christ's birth, held on the 25th December. • Community A group of people living in the same place or having a particular characteristic in common. • Easter The most important and oldest festival of the Christian Church, celebrating the resurrection of Christ. • Eid-ul-Adha The Muslim festival marking the culmination of the annual pilgrimage to Mecca and commemorating the sacrifice of Abraham. • Eid-ul-Fitr The Muslim festival marking the end of the fast of Ramadan. • Festival A day or period of celebration, typically for religious reasons. • Muslim A follower of the religion of Islam – the religion of Muslims, a faith relating to the belief that there is only one God, regarded as revealed through Muhammad as the Prophet of Allah. • Religion The belief in and worship of a superhuman controlling power, especially a personal God or Gods. 	<p>Summer term 2</p> <ul style="list-style-type: none"> • Brahma The Hindu God of creation. • Christian A person who believes in Jesus Christ and follows his teachings. • Hindu A believer in the dharmic religion of Hinduism. • Creation The act of making, inventing, or producing. • Origin The beginning or cause of something. • Universe All of space, all the stars, planets and other forms of matter and energy in it. • Vishnu One of the principal deities of Hinduism. • God A supreme being or deity. 	<p>Autumn term 2</p> <ul style="list-style-type: none"> • Christmas A Christian holiday celebrating the birth of Christ. • Jesus A teacher and prophet born in Bethlehem and active in Nazareth: his life and sermons form the basis for Christianity. • Tradition Beliefs or customs that get passed on to the next generation • Nativity The event of Jesus being born and the idea of Christ having no human father. • Thankfulness Warm, friendly feelings of gratitude. • Advent The arrival that has been awaited. • Incarnation The Christian doctrine of the union of God and man in the person of Jesus Christ. • Salvation Rescuing or protecting someone or something from harm. 	<p>Spring term 2</p> <ul style="list-style-type: none"> • Christianity The Christian religion. • Christening The ceremony of a Baptism accompanied by the giving of a name to a child. • Baptism The immersion into water as a sacrament to the Christian church. • Belonging To be a member of a group or be properly placed. • Faith Confidence or trust in a person or thing. • Font A receptacle, usually of stone, containing the water used in a baptism. • Prayers An act of communication with God or an object of worship. • Symbols Something used to represent something else. 	
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<p>Key Questions</p>	<p><i>What do you notice? What can you see? Who do you think this is? Is this TRUE of all things in life?</i></p>	<p><i>Can the children identify what occasions are being celebrated? What does it mean to celebrate? What events do the children celebrate? Use who, what, when, where, why questions to explore the images/ artefacts further. What is the prayer mat used for? Why do they send each other cards? When do they pray? Do the children recognise this building? What is it? What happens here? Have any of them visited a Church? Why did they visit the Church?</i></p>	<p><i>Ask pupils to imagine if the story of creation didn't include rest... what might have happened? What would happen if everything was made in a rush, or all in one day? What would pupils like to show their appreciation for? What can we remember from the creation story? What is the day of rest called? What do people eat on Shabbat? How long does it last? What artefacts do they use? What activities can they do? What can't they do?</i></p>	<p><i>Why is light an important symbol for Christians, Jews and Hindus? how they feel to be in the dark? What emotions does the dark make us feel? How do we feel now we have some light in the room? What feelings and emotions does the light in the room create?</i></p> <p><i>What is in the room that makes it special to that person? Have they used a stable and a manger? Following the presentation, do pupils have the answers to their questions? Do the children have one at home? What do they do with it? how will this help others? what traditions do different families have? are there any bits the children are unsure about? Discuss what normally happens at Christmas – what traditions do different families have? Think about why people come together at Christmas and why is it so important? Why is Christmas celebrated?</i></p>		<p><i>How do they celebrate together? What do they eat and drink? What activities take place? What other festivals and celebrations have you celebrated or heard of? When does it take place? What does Pesach mean? Why do they celebrate Passover? How is Passover celebrated?</i></p>
<p>Key resources</p>	<ul style="list-style-type: none"> • Hindu artefacts including Puja Tray (if available) • Bar of chocolate • Blindfolds (x6) • Range of sensory objects including flowers, ice, apples, stuffed toys and musical instruments (tambourine) 	<ul style="list-style-type: none"> • Pictures of celebrations familiar to the children. E.g. Christmas, Harvest, birthdays, a wedding etc. • Pictures/ videos of Muslims celebrating Eid. • Video of a virtual tour of a Church/visit St Nicholas 	<ul style="list-style-type: none"> • Shabbat artefacts – table cloth, candle, kiddush cup, bread (challah) 	<ul style="list-style-type: none"> • Representations of light – pictorial form • Religious artefacts including Diwali Lamp, Menorah, Advent Candle • Candles / torches / lanterns / string lights • Poster Paper – Post It Notes • Colouring Pens & Pencils 		<ul style="list-style-type: none"> • Session 1 – Large display paper and PostIt notes for each pupil • Session 2 – The comic strip to complete the pictures on. • Session 3 – Seder plate with traditional foods, and labels to annotate

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Assessment and Key skills	Philosophy A. The Nature of knowledge, meaning and existence - Ask questions about the world around them and talk about these questions. Begin to make connections between using their senses and what they know about the world around them. B. How and whether things make sense - Give a simple reason using the word 'because' when talking about religion and belief • C. Issues of right and wrong, good and bad - Using religious and belief stories to talk about how beliefs impact on how people behave	Social Human Sciences A .The diverse nature of religion - Recognise that people have different beliefs and that some people follow religions and others non-religious worldviews B.The ways in which beliefs shape individual identity, and impact on communities and society and vice versa - Recognise that beliefs can have an impact on a believer's daily life, their family or local community.	Theology A. Where beliefs come from - Give a clear, simple account of at least one narrative, story or important text used by at least one religion or worldview. B. How beliefs relate to each other - Recognise that narratives, stories and texts used by at least one religion or worldview contain beliefs. D. How beliefs shape the way believers see the world and each other - Give an example of how Jews use beliefs to guide their daily lives	Theology A. Where beliefs come from Retell a narrative, story or important text from at least one religion or worldview and recognise a link with a belief. Recognise different types of writing from within one text. B. How beliefs shape the way believers see the world and each other Give different examples of how _____ beliefs influence daily life Theology A. Where beliefs come from Retell a narrative, story or important text from at least one religion or worldview and recognise a link with a belief. Recognise different types of writing from within one text. C. How beliefs relate to each other Recognise that some beliefs connect together and begin to talk about these connections. D. How beliefs shape the way believers see the world and each other Give different examples of how _____ beliefs influence daily life		Social Human Sciences A. The diverse nature of religion Recognise the names of different religions, religious beliefs and worldviews and use them correctly. B. Diverse ways in which people practice and express beliefs Identify evidence of religion and belief especially in the local area. C. The ways in which beliefs shape individual identity, and impact on communities and society and vice versa Identify ways in which beliefs can have an impact on a believer's daily life, their family or local community.
Visits and Visitors	Rev Marion – Harvest – thank you assembly. Christingles service at the church. Mary and Joseph visit the school	Rev Marion in to discuss Easter and the celebration of Jesus's life Year 1 tour of the church St Nicholas	Jewish faith visitor Synagogue visit	Visit St Nicholas for the Christingle service – talk about the significance of light in the Christian faith		Jewish faith visitor
Whole School Projects (assemblies)	Harvest – collecting food for St Nicholas food bank Christingle service			Christingle service		Passover assembly

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	Nursery			Reception		
	Autumn	Spring	Summer	Autumn	Spring	Summer
Nursery Year A	Harvest and preparing for the harvest experiences with of the outside world – planting and growing. Christmas linked activities – including attending the Christingle service at St Nicholas. Christmas concert and Christmas art. Learning about the nativity story.	Festival of Holi Easter activities and learning about the religious festival.	Talking about the world around us. Discussing creation. How a bulb grows investigate the world ask big questions.	To continue to talk about and learn about religious festivals such as: Diwali Chinese New Year	R.3 Why do Christians put a cross in an Easter garden?	R.1 Why is the word of God so important to Christians?
Nursery Year B	Harvest and preparing for the harvest experiences with of the outside world – planting and growing. Christmas linked activities – including attending the Christingle service at St Nicholas. Christmas concert and Christmas art. Learning about the nativity story	Festival of Holi Easter activities and learning about the religious festival.	Talking about the world around us. Discussing creation. How a bulb grows investigate the world ask big questions.	R.2 Why do Christians perform the nativity play at Christmas?		