

Progression in Religious Education at Whale Hill Primary School

Intent Statement

Our Religious Education curriculum aims to contribute dynamically to children and young people's education in schools by provoking challenging questions about meaning and purpose in life, beliefs about God(s), ultimate reality, issues of right and wrong and what it means to be human. In RE, pupils learn about and from religions and worldviews in local, national and global contexts. Teaching will equip pupils with systematic knowledge and understanding of a range of religions and worldviews, enabling them to develop their ideas, values and identities. Our curriculum aims to develop in pupils an aptitude for dialogue, so that they can participate positively in society, with its diverse religions and worldviews. They should learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ.

Aims in RE: A progression grid	At the end of KS1 most pupils will be able to:	At the end of key stage 2 most pupils will be able to:
<p>Know about & Understand A1. Describe, explain and analyse beliefs, and practices, recognising the diversity which exists within and between communities;</p>	<p>Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them;</p>	<p>Describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life in order to reflect thoughtfully on their ideas;</p>
<p>Know about & Understand A2. Identify, investigate and respond to questions posed by, and responses offered by some of the sources of wisdom found in religions and world views;</p>	<p>Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come;</p>	<p>Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities;</p>
<p>Know about & Understand A3. Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning;</p>	<p>Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities;</p>	<p>Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning;</p>
<p>Express and Communicate B1. Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities;</p>	<p>Ask and respond to questions about what communities do, and why, so that they can identify what difference belonging to a community might make;</p>	<p>Observe and understand varied examples of religions and world views so that they can explain, with reasons, their meanings and significance to individuals and communities;</p>
<p>Express and Communicate B2. Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value;</p>	<p>Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves;</p>	<p>Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives;</p>
<p>Express and communicate B3. Appreciate and appraise varied dimensions of religion;</p>	<p>Notice and respond sensitively to some similarities between different religions and world views;</p>	<p>Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and world views;</p>
<p>Gain & deploy skills: C1. Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively;</p>	<p>Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry;</p>	<p>Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own thoughtfully in different forms including (e.g.) reasoning, music, art and poetry;</p>
<p>Gain & deploy skills: C2. Enquire into what enables different communities to live together respectfully for the wellbeing of all;</p>	<p>Find out about and respond with ideas to examples of co-operation between people who are different;</p>	<p>Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect;</p>
<p>Gain & deploy skills: C3. Articulate beliefs, values and commitments clearly in order to explain reasons why they may be important in their own and other people's lives.</p>	<p>Find out about questions of right and wrong and begin to express their ideas and opinions in response.</p>	<p>Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.</p>

PROGRESSION IN RELIGIOUS EDUCATION

BELIEVING

(Religious beliefs, teachings, sources; questions about meaning, purpose and truth)

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><u>F1 Which stories are special and why?</u></p> <p><u>Intent:</u></p> <ul style="list-style-type: none"> · talk about some religious stories · recognise some religious words, e.g. about God · identify some of their own feelings in the stories they hear · identify a sacred text e.g. Bible, Qur'an · talk about what Jesus teaches about keeping promises and say why keeping promises is a good thing to do · talk about what Jesus teaches about saying 'thank you', and why it is good to thank and be thanked. <p><u>Future:</u></p> <p><u>Year 2: 1.4 What can we learn from sacred books?</u> Children learn about the bible and Jesus' teachings, the torah and the 10 commandments and the Qur'an and Prophet Muhammad.</p> <p><u>Year 3: L2.2 Why is the bible important for Christians today?</u> Children will look at the old and New testament. They will look at bible stories and what these teach, how</p>	<p><u>1.1 Who is a Christian and what do they believe?</u></p> <p><u>Intent:</u></p> <ul style="list-style-type: none"> · Talk about some simple ideas about Christian beliefs about God and Jesus (A1). · Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means (A2). · Talk about issues of good and bad, right and wrong arising from the stories (C3). · Ask some questions about believing in God and offer some ideas of their own (C1). <p><u>Future:</u></p> <p><u>Year 2: 1.2 Who is a</u></p>	<p><u>1.2 Who is a Muslim and what do they believe?</u></p> <p><u>Builds on:</u></p> <p><u>Year 1: 1.1 Who is a Christian and what do they believe?</u> Children will learn simple ideas about God and Jesus. They will retell stories and reflect on what these tell Christians about God and what is right and wrong.</p> <p><u>Intent:</u></p> <ul style="list-style-type: none"> ·Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah (A1). · Re-tell a story about the life of the Prophet Muhammad (A2). · Recognise some objects used by Muslims and suggest why they are important (A2). · Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel (B1). <p><u>Future:</u></p> <p><u>Year 2: 1.3 Who is Jewish and what do they believe?</u> Children will learn about how the mezuzah, Shabbat and festivals help remind Jewish people of God.</p> <p><u>Year 3: L2.1 What do different people believe about God?</u> Children will describe different beliefs in God and identify how it makes a difference to their lives.</p>	<p><u>L2.1 What do different people believe about God?</u></p> <p><u>Builds on:</u></p> <p><u>Year 1: 1.1 Who is a Christian and what do they believe?</u> Children will learn simple ideas about God and Jesus. They will retell stories and reflect on what these tell Christians about God and what is right and wrong.</p> <p><u>Year 2 1.2 Who is a Muslim and what do they believe?</u> Children will learn the simple ideas about Muslim's beliefs about God, the story of Prophet Muhammad, recognise objects and identify some ways Muslims mark Ramadan.</p> <p><u>Year2 1.3 Who is Jewish and what do they believe?</u> Children will learn about how the mezuzah, Shabbat and festivals help remind Jewish people of God.</p> <p><u>Intent:</u></p> <ul style="list-style-type: none"> ·Describe some of the ways in which Christians Hindus and/or Muslims describe God (A1). 	<p><u>L2.3 Why is Jesus inspiring to some people?</u></p> <p><u>Builds on:</u></p> <p>EYFS: F2 Which people are special and why? Children will talk about people who are special to them and why they are special. They will look at good friends and talk about some stories of special people in religions and how they are a good friend to others.</p> <p><u>Intent:</u></p> <ul style="list-style-type: none"> · Make connections between some of Jesus' teachings and the way Christians live today (A1). · Describe how Christians celebrate Holy Week and Easter Sunday (A1). · Identify the most important parts of Easter for Christians and say why they are important (B1). 	<p><u>U2.1 Why do some people believe God exists?</u></p> <p><u>Builds on:</u></p> <p><u>Year 1: 1.1 Who is Christian and what do they believe?</u> Children will learn simple ideas about God and Jesus. They will retell stories and reflect on what these tell Christians about God and what is right and wrong.</p> <p><u>Year 2: 1.2 Who is Muslim and what do they believe?</u> Children will learn the simple ideas about Muslim's beliefs about God, the story of Prophet Muhammad, recognise objects and identify some ways Muslims mark Ramadan.</p> <p><u>Year 2: 1.3 Who is Jewish and what do they believe?</u> Children will learn about how the mezuzah, Shabbat and festivals help remind Jewish people of God.</p> <p><u>Year 3: L2.1 What do different people believe</u></p>	<p><u>U2.3 What do religions say to us when life gets hard?</u></p> <p><u>Builds on:</u></p> <p><u>Year 3 What is pray?</u> Looks at how praying helps religious people when things go wrong.</p> <p><u>Year 5: What does it mean to be a Muslims today?</u> Children look at what helps Muslims through the journey of life.</p> <p><u>Intent:</u></p> <ul style="list-style-type: none"> · Express ideas about how and why religion can help believers when times are hard, giving examples (B2). · Outline Christian, Hindu and/or non-religious beliefs about life after death (A1). · Explain some similarities and differences between beliefs about life after death (B2). · Explain some reasons why Christians and Humanists have different ideas about an afterlife (B3).

the bible is used and how can it help Christians?

F2 Which people are special and why?

Intent:

- talk about people who are special to them
- say what makes their family and friends special to them
- identify some of the qualities of a good friend
- reflect on the question 'Am I a good friend?'
- recall and talk about stories of Jesus as a friend to others
- recall stories about special people in other religions and talk about what we can learn from them.

Future:

Year 4: L2.3 Why is Jesus inspiring to some people?

Children identify how Jesus and his life stories make him inspirational. Make links between Jesus' teaching and how Christians live today.

Year 5: U2.2 What would Jesus do? Can people live by the values of Jesus in the twenty-first century?

Children will look in depth at Jesus' teaching and consider the impact they will have on Christians today.

Muslim and what do they believe?

Children will learn the simple ideas about Muslim's beliefs about God, the story of Prophet Muhammad, recognise objects and identify some ways Muslims mark Ramadan.

Year 2: 1.3 Who is Jewish and what do they believe?

Children will learn about how the mezuzah, Shabbat and festivals help remind Jewish people of God.

Year 3: L2.1 What do different people believe about God?

Children will describe different beliefs in God and identify how it makes a difference to their lives.

Year 5: U2.1 Why do some people believe God exists?

Year 5: U2.1 Why do some people believe God exists?

Children will identify what Christians believe God is like and look at ways in which believing God is valuable to Christians. They will present different views for believing in God or not.

1.3 Who is Jewish and what do they believe?

Builds on:

Year 1: 1.1 Who is a Christian and what do they believe?

Children will learn simple ideas about God and Jesus. They will retell stories and reflect on what these tell Christians about God and what is right and wrong.

Year 2: 1.2 Who is a Muslim and what do they believe?

Children will learn the simple ideas about Muslim's beliefs about God, the story of Prophet Muhammad, recognise objects and identify some ways Muslims mark Ramadan.

Intent:

• Talk about how the mezuzah in the home reminds Jewish people about God (A3).

• Talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat (B1).

• Re-tell a story that shows what Jewish people at the festivals of Sukkot, Chanukah or Pesach might think about God, suggesting what it means (A2).

• Ask some questions about believing in God and offer some ideas of their own (C1).

Future:

Year 3: L2.1 What do different people believe about God? Children

• Ask questions and suggest some of their own responses to ideas about God (C1).

• Suggest why having a faith or belief in something can be hard (B2).

• Identify how and say why it makes a difference in people's lives to believe in God (B1).

Future:

U2.1 Why do some people believe God exists?

Children will identify what Christians believe God is like and look at ways in which believing God is valuable to Christians. They will present different views for believing in God or not.

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

Builds on:

EYFS: F1 Which stories are special and why?

Children will talk about some religious stories and recognise some religious words. They will talk Jesus' teachings of keeping promises and being thankful.

Year 2: 1.4 What can we learn from sacred books?

Children learn about the bible and Jesus' teachings, the torah and the 10 commandments and the Qur'an and Prophet Muhammad.

• Give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter (A2).

Future:

Year 5: U2.2 What would Jesus do? Can we live by the values of Jesus in the twenty-first century?

Children will look in depth at Jesus' teaching and consider the impact they will have on Christians today.

about God? Children will describe different beliefs in God and identify how it makes a difference to their lives.

Intent:

• Outline clearly a Christian understanding of what God is like, using examples and evidence (A2).

• Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging (B2).

• Express thoughtful ideas about the impact of believing or not believing in God on someone's life (B1).

• Present different views on why people believe in God or not, including their own ideas (C1).

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

Builds on:

EYFS: F2 Which people are special and why?

Children will talk about people who are special to them and why they are special. They will look at good friends and talk about some stories of special people in

	<p>Children will identify what Christians believe God is like and look at ways in which believing God is valuable to Christians. They will present different views for believing in God or not.</p>	<p>will describe different beliefs in God and identify how it makes a difference to their lives. <u>Year 5:U2.1 Why do some people believe God exists?</u> Children will identify what Christians believe God is like and look at ways in which believing God is valuable to Christians. They will present different views for believing in God or not.</p> <p><u>1.4 What can we learn from sacred books?</u></p> <p><u>Builds on:</u> <u>EYFS: F1 Which stories are special and why?</u> Children will talk about some religious stories and recognise some religious words. They will talk Jesus' teachings of keeping promises and being thankful.</p> <p><u>Intent:</u></p> <ul style="list-style-type: none"> • Recognise that sacred texts contain stories which are special to many people and should be treated with respect (B3). • Re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories (A2). • Ask and suggest answers to questions arising from stories Jesus told and from another religion (C1). • Talk about issues of good and bad, right and wrong arising from the stories (C3). <p><u>Future:</u> <u>Year 3: L2.2 Why is the Bible so important for Christians today?</u> Children will look at the old and New testament. They will look at bible stories and what these teach, how the bible is used and how can it help Christians?</p>	<p><u>Intent:</u></p> <ul style="list-style-type: none"> • Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation (A2). • Give examples of how and suggest reasons why Christians use the Bible today (B1). • Describe some ways Christians say God is like, with examples from the Bible, using different forms of expression (A1). • Discuss their own and others' ideas about why humans do bad things and how people try to put things right (C3). 		<p>religions and how they are a good friend to others. <u>Year 4: L2.3 Why is Jesus inspiring to some people?</u> Children identify how Jesus and his life stories make him inspirational. Make links between Jesus' teaching and how Christians live today.</p> <p><u>Intent:</u></p> <ul style="list-style-type: none"> • Outline Jesus' teaching on how his followers should live (A2). • Offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live (B3). • Explain the impact Jesus' example and teachings might have on Christians today (B1). • Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today (C3). 	
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PROGRESSION IN RELIGIOUS EDUCATION

EXPRESSING

(Religious and spiritual forms of expression; questions about identity and diversity)

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><u>F3. What places are special and why?</u></p> <p><u>Intent:</u></p> <ul style="list-style-type: none"> · talk about somewhere that is special to themselves, saying why · be aware that some religious people have places which have special meaning for them · talk about the things that are special and valued in a place of worship · identify some significant features of sacred places · recognise a place of worship · get to know and use appropriate words to talk about their thoughts and feelings when visiting a church. <p><u>Future:</u></p> <p>Year 1: <u>1.5 Why make some place sacred?</u> Children will identify and compare special objects and symbols and how they are used in places of worship.</p> <p>Year 3: <u>L2.4 Why do some people pray?</u></p>	<p><u>1.5 What makes some places sacred?</u></p> <p><u>Builds on:</u> EYFS: F3 Which places are special and why?</p> <p>Children will talk about somewhere that is special to them and be aware that some religious people have place which have special meaning. They will begin to identify some places of worship and special features.</p> <p><u>Intent:</u></p> <ul style="list-style-type: none"> · Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used (A3). · Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe (B2). · Describe some of the ways in which people use music in worship, and talk about how different kinds of music makes them feel (C1). · Ask good questions during a school visit about what happens in a church, synagogue or mosque (B1). <p><u>Future:</u></p> <p>Year 3: <u>L2.4 Why do people pray?</u> Children will identify and compare how different religious people pray, their beliefs and the comfort it brings.</p> <p>Year 5: <u>U2.4 If God is everywhere, why go to a place of worship?</u> Children will make connections about how believers feel about</p>	<p><u>1.6 How and why do we celebrate special and sacred times?</u></p> <p><u>Builds on:</u></p> <p>EYFS: F4 Which times are special and why?</p> <p>Children will talk about features of a celebration and will recall simple versions of the Christmas/Easter stories as well as special times for other religions (e.g. Divali).</p> <p><u>Intent:</u></p> <ul style="list-style-type: none"> · Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion (A1). · Re-tell stories connected with Christmas/Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers (A2). · Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion (B1). · Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers (C1). <p><u>Future:</u></p> <p>Year 3/4: <u>L2.5 Why are festivals important to religious communities?</u> Year 3: Children will look at the Easter story and make connections between the story, Easter</p>	<p><u>L2.4 Why do people pray?</u></p> <p><u>Builds on:</u></p> <p>EYFS: F3 Which places are special and why? Children will talk about somewhere that is special to them and be aware that some religious people have place which have special meaning. They will begin to identify some places of worship and special features.</p> <p>Year 1: <u>1.5 What makes some places sacred?</u> Children will identify and compare special objects and symbols and how they are used in places of worship.</p> <p><u>Intent:</u></p> <ul style="list-style-type: none"> · Describe the practice of prayer in the religions studied (A2). · Make connections between what people believe about prayer 		<p><u>U2.4 If God is everywhere, why go to a place of worship?</u></p> <p><u>Builds on:</u></p> <p>EYFS: F3: Which places are special and why? Children will talk about somewhere that is special to them and be aware that some religious people have place which have special meaning. They will begin to identify some places of worship and special features.</p> <p>Year 1: <u>1.5: What makes some places sacred?</u> Children will identify and compare special objects and symbols and how they are used in places of worship.</p>	<p><u>U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity?</u></p> <p><u>Builds on:</u></p> <p>EYFS - Year 5 - Look at places of worship and their significance for religious people as well as key features and their meanings.</p> <p>Year 5: <u>U2.6 What does it mean to be a Muslim in Britain today?</u> Children look at how is charity important to Muslims? How is charity important to you?</p> <p><u>U2.2 What would Jesus do? Can people live by the values of Jesus in the twenty-first century?</u> Children look at how Christians give to charity due to Jesus' teachings.</p> <p><u>Intent:</u></p>

<p>Children will identify and compare how different religious people pray, their beliefs and the comfort it brings. <u>Year 5: U2.4 If God is everywhere, why go to a place of worship?</u> Children will make connections about how believers feel about places of worship and how they support people through difficult times and with guidance.</p> <p><u>F4. What times are special and why?</u> <u>Intent:</u> • give examples of special occasions and suggest features of a good celebration • recall simple stories connected with Christmas/ Easter and a festival from another faith • say why Christmas/Easter and a festival from another faith is a special time for Christians/ members of the other faith. Future: <u>Year 1/2 1.6 Which times are special and why?</u> <u>Year 1:</u> Children will identify how Christians celebrate Easter and</p>	<p>places of worship and how they support people through difficult times and with guidance.</p> <p><u>1.6 How and why do we celebrate special and sacred times?</u> Builds on: <u>EYFS: F4 Which times are special and why?</u> Children will talk about features of a celebration and will recall simple versions of the Christmas/Easter stories as well as special times for other religions (e.g. Divali). <u>Intent:</u> • Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion (A1). • Re-tell stories connected with Christmas/ Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers (A2). • Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion (B1). • Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers (C1). Future: <u>Year 3/4: L2.5 Why are festivals important to religious communities?</u> <u>Year 3:</u> Children will look at the Easter story and make connections between the story, Easter celebrations and the significance for Christians.</p>	<p>celebrations and the significance for Christians. <u>Year 4:</u> Children will learn some key aspects of the Hindu festival diwali, Muslim festival Eid'ul-Fitr and Jewish festival of Passover. They will reflect and compare the festivals to Easter. <u>Year 6: U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity?</u> Children will describe and make connections between religious building and art. They will look at why some believers see charity as more important than buildings and art</p>	<p>and what they do when they pray (A3). • Describe ways in which prayer can comfort and challenge believers (B2). • Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray (B3). Future: <u>Year 5: U2.4 If God is everywhere, why go to a place of worship?</u> Children will make connections about how believers feel about places of worship and how they support people through difficult times and with guidance.</p>		<p>Year 3: L2.4: Why do people pray? Intent: • Make connections between how believers feel about places of worship in different traditions (A3). • Select and describe the most important functions of a place of worship for the community (B3). • Give examples of how places of worship support believers in difficult times, explaining why this matters to believers (B2). • Present ideas about the importance of people in a place of worship, rather than the place itself (C1).</p>	<p>• Describe and make connections between examples of religious creativity (buildings and art) (A1). • Show understanding of the value of sacred buildings and art (B3). • Suggest reasons why some believers see generosity and charity as more important than buildings and art (B2). • Apply ideas about values and from scriptures to the title question (C2). Future: <u>Year 6: What difference does it make to believe in Ahimsa (harmlessness), Grace (the generosity of God), and Ummah (community)? U2.8</u> Children look at how Muslims and Hindus give to charity as part of Ummah and Sewa.</p>
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<p>Christmas and retell stories connected with these times.</p> <p><u>Year 2</u> Children look at Ramadan and Passover and retell stories connected with these time. Children will compare to Easter.</p> <p><u>Year 3/4 L2.5 Why are festivals important to religious communities?</u></p> <p><u>Year 3:</u> Children will look at the Easter story and make connections between the story, Easter celebrations and the significance for Christians.</p> <p><u>Year 4:</u> Children will learn some key aspects of the Hindu festival divali, Muslim festival Eid'ul-Fitr and Jewish festival of Passover. They will reflect and compare the festivals to Easter.</p> <p><u>L2.6 Why do some people think that life is a journey? What significant experiences mark this?</u></p> <p>Children will look at why some people see life as a journey and identify key milestones/ceremonies and their significance.</p> <p><u>U2.5 Is it better to express our religion in arts and architecture or in charity and generosity?</u></p>	<p><u>Year 4:</u> Children will learn some key aspects of the Hindu festival divali, Muslim festival Eid'ul-Fitr and Jewish festival of Passover. They will reflect and compare the festivals to Easter.</p> <p><u>Year 6: U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity?</u> Children will describe and make connections between religious building and art. They will look at why some believers see charity as more important than buildings and art</p>					
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<p>Children will describe and make connections between religious building and art. They will look at why some believers see charity as more important than buildings and art</p>						
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PROGRESSION IN RELIGIOUS EDUCATION

LIVING

(Religious practices and ways of living; questions about values and commitments)

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><u>F5. Being special: where do we belong?</u></p> <p>Intent:</p> <ul style="list-style-type: none"> re-tell religious stories making connections with personal experiences share and record occasions when things have happened in their lives that made them feel special recall simply what happens at a traditional Christian infant baptism and dedication additional opportunity if you have children from religions other than Christianity in your setting recall simply what happens when a baby is welcomed into a religion other than Christianity. <p>Future:</p> <p>Year 1: <u>1.7 What does it mean to belong to a faith community?</u> Children will recognise symbols of belonging to different faiths and look at how baptisms and marriages show people belong.</p> <p>Year 3: <u>L2.7 What does it mean to be a Christian in Britain today?</u></p>	<p><u>1.7 What does it mean to belong to a faith community?</u></p> <p>Builds on:</p> <p>EYFS: F5: <u>Where do we belong?</u> Children will make connections between religious stories and personal experiences. They will recall simply a Baptism and share occasions in their lives that have made them feel special.</p> <p>Intent:</p> <ul style="list-style-type: none"> Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers (A3). Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean (A1). Identify two ways people show they belong to each other when they get married (A1). Respond to examples of 	<p><u>1.8 How should we care for others and the world, and why does it matter?</u></p> <p>Builds on:</p> <p>EYFS: F6. <u>What is special about our world?</u> Children will talk about how they feel about different aspects of the world. They explore nature and look at how to look after plants and animals and retell stories about the world, God and human beings.</p> <p>Intent:</p> <ul style="list-style-type: none"> Re-tell Bible stories and stories from another faith about caring for others and the world (A2). Identify ways that some people make a response to God by caring for others and the world (B1). Talk about issues of good and bad, right and wrong arising from the stories (C3). Talk about some texts from different religions that promote the 'Golden 	<p><u>L2.7 What does it mean to be a Christian in Britain today?</u></p> <p>Builds on:</p> <p>EYFS: F5 <u>Where do we belong?</u> Children will make connections between religious stories and personal experiences. They will recall simply a Baptism and share occasions in their lives that have made them feel special.</p> <p>Year 1: <u>1.7 What does it mean to belong to a faith community?</u> Children will recognise symbols of belonging to different faith and look at how baptisms and marriages show people belong.</p> <p>Intent:</p> <ul style="list-style-type: none"> Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings (A1). Describe some ways in which Christian express their faith through hymns and modern worship songs (A2). 	<p><u>L2.8 What does it mean to be a Hindu in Britain today?</u></p> <p>Builds on:</p> <p>EYFS: F5: <u>Where do we belong?</u> Children will make connections between religious stories and personal experiences. They will recall simply a Baptism and share occasions in their lives that have made them feel special.</p> <p>Year 1: <u>1.7 What does it mean to belong to a faith community?</u> Children will recognise symbols of belonging to different faith and look at how baptisms and marriages show people belong.</p> <p>Year 3: <u>L2.7 What does it mean to be a Christian in Britain today?</u> Children will describe some ways Christians show and express their faith and explore ways which being a Christian is good but can be difficult.</p> <p>Intent:</p> <p>Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and</p>	<p><u>U2.6 What does it mean to be a Muslim in Britain today?</u></p> <p>Builds on:</p> <p>EYFS: F5: <u>Where do we belong?</u> Children will make connections between religious stories and personal experiences. They will recall simply a Baptism and share occasions in their lives that have made them feel special.</p> <p>Year 1: <u>1.7 What does it mean to belong to a faith community?</u> Children will recognise symbols of belonging to different faith and look at how baptisms and marriages show people belong.</p> <p>Year3: <u>L2.7 What does it mean to be a Christian in Britain today?</u> Children will describe some ways Christians show and express their faith and explore ways which being a Christian is good but can be difficult.</p>	<p><u>U2.7 What matters most to Christians and Humanists?</u></p> <p>Builds on:</p> <p>Year 2: <u>1.8 How should we care for others and the world, and why does it matter?</u> Children will retell religious stories about caring for others and the world and will reflect on the Creation story. They will identify ways which religious people make a response to God by caring for others and will look at right and wrong and the 'Golden Rule'.</p> <p>Year 4: <u>L2.9 What can we learn from religions about deciding right and wrong?</u> Children will look at rules for living from religions and suggest ways they might help believers with difficult decisions. They will make connections between temptation and why people find it difficult being good and look at ways inspirational people have guided their religion.</p> <p>Intent:</p>

<p>Children will describe some ways Christians show and express their faith and explore ways which being a Christian is good but can be difficult.</p> <p><u>Year 4: L2.8 What does it mean to be a Hindu in Britain today?</u></p> <p>Children will look at how Hindus show and express their faith and explore ways which being a Hindu is good but can be difficult.</p> <p><u>Year 5: U2.6 What does it mean to be a Muslim in Britain today?</u></p> <p>Children will make connections between Muslims practice of the Five Pillars and their beliefs about God and the Prophet Muhammad. Describe and reflect on the significance of the Qur'an and mosque for Muslims.</p> <p><u>F6. What is special about our world?</u></p> <p><u>Intent:</u></p> <ul style="list-style-type: none"> • talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world • re-tell stories, talking about what they say about the world, God, human beings • think about the wonders of the natural world, 	<p><u>co-operation between different people (C2)</u></p> <p><u>Future:</u></p> <p><u>Year 1: 1.7 What does it mean to belong to a faith community?</u></p> <p>Children will recognise symbols of belonging to different faith and look at how baptisms and marriages show people belong.</p> <p><u>Year 3: L2.7 What does it mean to be a Christian in Britain today?</u> Children will describe some ways Christians show and express their faith and explore ways which being a Christian is good but can be difficult.</p> <p><u>Year 5: U2.6 What does it mean to be a Muslim in Britain today?</u></p> <p>Children will make connections between Muslims practice of the Five Pillars and their beliefs about God and the Prophet Muhammad. Describe and reflect on the significance of the Qur'an and mosque for Muslims.</p>	<p><u>Rule', and think about what would happen if people followed this idea more (C2)</u></p> <ul style="list-style-type: none"> • Use creative ways to express their own ideas about the creation story and what it says about what God is like (C1). <p><u>Future:</u></p> <p><u>Year 4: L2.9 What can we learn from religions about deciding what is right and wrong?</u> Children will look at rules for living from religions and suggest ways they might help believers with difficult decisions. They will make connections between temptation and why people find it difficult being good and look at ways inspirational people have guided their religion.</p> <p><u>Year 6: U2.7 What matters most to Christians and Humanists?</u> Children will simply describe Christian and Humanist values. They will express their own feelings and compare with ideas of others studied as well as suggest reasons why following a moral code if good but can be difficult.</p> <p><u>Year 6: U2.8 What difference does it make to believe in ahimsa (harmlessness), grace, and/or Ummah (community)?</u> Children will outline challenges in being Hindu, Christian or Muslim in Britain today and make</p>	<ul style="list-style-type: none"> • Suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes (B2). • Discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2). <p><u>Future:</u></p> <p><u>Year 4: L2.8 What does it mean to be a Hindu in Britain today?</u></p> <p>Children will look at how Hindus show and express their faith and explore ways which being a Hindu is good but can be difficult.</p> <p><u>Year 5: U2.6 What does it mean to be a Muslim in Britain today?</u></p> <p>Children will make connections between Muslims practice of the Five Pillars and their beliefs about God and the Prophet Muhammad. Describe and reflect on the significance of the Qur'an and mosque for Muslims.</p>	<p>teachings about aims and duties in life (A1).</p> <ul style="list-style-type: none"> • Describe some ways in which Hindus express their faith through puja, aarti and bhajans (A2). • Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes (B2). • Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2). <p><u>Future:</u></p> <p><u>Year 5: U2.6 What does it mean to be a Muslim in Britain today?</u></p> <p>Children will make connections between Muslims practice of the Five Pillars and their beliefs about God and the Prophet Muhammad. Describe and reflect on the significance of the Qur'an and mosque for Muslims.</p> <p><u>L2.9 What can we learn from religions about deciding what is right and wrong?</u></p> <p><u>Builds on:</u></p> <p><u>Year 2: 1.8 How should we care for others and the world, and why does it matter?</u> Children will retell religious stories</p>	<p><u>Year 4: L2.8 What does it mean to be a Hindu in Britain today?</u></p> <p>Children will look at how Hindus show and express their faith and explore ways which being a Hindu is good but can be difficult.</p> <p><u>Intent:</u></p> <ul style="list-style-type: none"> • Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad (A2). • Describe and reflect on the significance of the Holy Qur'an to Muslims (B1). • Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils (A2). • Make connections between the key functions of the mosque and the beliefs of Muslims (A1). 	<ul style="list-style-type: none"> • Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples (A2). • Describe some Christian and Humanist values simply (B3). • Express their own ideas about some big moral concepts, such as fairness, honesty etc., comparing them with the ideas of others they have studied (C3). • Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view (B2). <p><u>U2.8 What difference does it make to believe in ahimsa (harmlessness), grace, and/or Ummah (community)?</u></p> <p><u>Builds on:</u></p> <p><u>Year 2: 1.8 How should we care for others and the world, and why does it matter?</u> Children will retell religious stories about caring for others and the world and will reflect on the Creation story. They will identify ways which religious people make a response to God by caring for others and will look at</p>
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<p>expressing ideas and feelings</p> <ul style="list-style-type: none"> · express ideas about how to look after animals and plants · talk about what people do to mess up the world and what they do to look after it. <p>Future:</p> <p><u>1.8 How should we care for others and the world, and why does it matter?</u> Children will retell religious stories about caring for others and the world and will reflect on the Creation story. They will identify ways which religious people make a response to God by caring for others and will look at right and wrong and the 'Golden Rule'.</p> <p><u>U2.8 What difference does it make to believe in ahimsa (harmlessness), grace, and/or Ummah (community)?</u> Children will outline challenges in being Hindu, Christian or Muslim in Britain today and make connections between belief in ahimsa, grace and Ummah. They will make connections between beliefs and behaviour of religious people.</p>		<p>connections between belief in ahimsa, grace and Ummah. They will make connections between beliefs and behaviour of religious people.</p>		<p>about caring for others and the world and will reflect on the Creation story. They will identify ways which religious people make a response to God by caring for others and will look at right and wrong and the 'Golden Rule'.</p> <p>Intent:</p> <ul style="list-style-type: none"> · Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions (B1). · Make connections between stories of temptation and why people can find it difficult to be good (A2). · Give examples of ways in which some inspirational people have been guided by their religion (B1). · Discuss their own and others' ideas about how people decide right and wrong (C3). <p>Future:</p> <p><u>Year 6: U2.7 What matters most to Christians and Humanists?</u> Children will simply describe Christian and Humanist values. They will express their own feelings and compare with ideas of others studied as well as suggest reasons why following a moral code if good but can be difficult.</p>		<p>right and wrong and the 'Golden Rule'.</p> <p>Intent:</p> <ul style="list-style-type: none"> · Make connections between beliefs and behaviour in different religions (A1). · Outline the challenges of being a Hindu, Christian or Muslim in Britain today (B2). · Make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions (A1). · Consider similarities and differences between beliefs and behaviour in different faiths (B3).
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