

Progression Grid for Charles Darwin Primary School - RE

Year 1 – Progression in RE grid			
Topic	WHAT DOES IT MEAN TO BELONG IN CHRISTIANITY? WHY IS CHRISTMAS CELEBRATED BY CHRISTIANS?	WHAT DO WE THINK ABOUT HOW THE WORLD WAS MADE AND HOW WE SHOULD LOOK AFTER IT? EASTER AND THE CHURCH AS A PLACE OF WORSHIP	HOW AND WHY ARE ALLAH AND MUHAMMAD IMPORTANT TO MUSLIMS?
Prior knowledge	From Reception: <ul style="list-style-type: none"> - Develop curiosity as to why Christians do nativity plays at Christmas. - Explain why Christians give and receive presents at Christmas. - Explain why Christians say Jesus is special. - Wonder why a minister pours water on babies in a baptism. 	From Reception: <ul style="list-style-type: none"> - Talk about some things Christians might do in church. - Recall key important aspects of the Easter story and begin to explain why Christians think the resurrection is important. 	From Reception: <ul style="list-style-type: none"> - Awareness that other religions exist in the world.
Prior skills	<ul style="list-style-type: none"> - To know Christians believe in God - To know Jesus is a special person for Christians and know about his birth - To know about special events; Christmas 	<ul style="list-style-type: none"> - The church is a special place for Christians - To know about special events; Easter - To know the Bible is a special book for Christians - Talk about values including care of one another, friendships, love, care of animals and respect for all. 	<ul style="list-style-type: none"> - Respect for all.
Key vocabulary	Essential terms for the pupil to be applying when learning about Christianity in KS1 Christmas, Incarnation, salvation, God, symbols, creation, stewardship, good news, Bible, Trinity, Holy Spirit, saviour	Essential terms for the pupil to be applying when learning about Christianity in KS1 Incarnation, Easter, resurrection, salvation, parable, God, symbols, creation, stewardship, good news, Bible Trinity, Holy Spirit, saviour	Essential terms for the pupil to be applying when learning about Islam in KS1. Islam, Allah, Muhammad (pbuh), Qu’ran, Shahadah, Tawhid, Prophethood, Halal
Statutory Requirements	<ul style="list-style-type: none"> • Identify key aspects of the Christmas story and explain why Jesus was good news for Christians. • Explain why Christians might choose to follow Jesus. • Evaluate what it means to Christians to belong to a church. • Talk about how Christians might use symbols in a church building and begin to suggest reasons why. • Evaluate key teachings studied from the Bible and explain why they may be important to Christians. 	<ul style="list-style-type: none"> • Explain why Christians might choose to follow Jesus. • Explain how Christians view the creation of the world and try to take care for it. • Evaluate what it means to Christians to belong to a church. • Talk about how Christians might use symbols in a church building and begin to suggest reasons why. • Describe key important things Christians believe about Jesus and refer to the Easter story, life and teachings of Jesus. • Evaluate key teachings studied from the Bible and explain why they may be important to Christians. 	<ul style="list-style-type: none"> • Talk about who Muslims say Allah and Muhammad (pbuh) are e.g. 99 names of Allah / Prophet of God. • Explain that the Qu’ran is the holy book of Islam and say how it should be treated.
Skills covered	Talk about a practice from a religion. Retell a religious story and know it is from a sacred text which is special to some people. Recognise some religious symbols and words. Talk about own experiences and link to communities	Ask who and what questions when exploring a religion. Sharing opinions. Express ideas that are important including right and wrong.	Ask who and what questions when exploring a religion. Working together even when differences occur.
Key Performance Indicators	I can talk about a practice from a religion. I can retell a religious story using prompts and know that it is from a sacred text which is special to some people. I can recognise some religious symbols and words. I can talk about my own experiences and can link these to the communities to which I belong.	I can ask “who” or “what” questions when exploring a religion. I have started to share my opinions and say what is important to myself and others. I can ask questions about me, showing awe and wonder. I can ask puzzling questions about Creation and God.	I can see how I can work together with others even if we have differences. I can ask “who” or “what” questions when exploring a religion. I have started to share my opinions and say what is important to myself and others. I can say ideas which are important to me and can say what I think to be right and wrong.
Lessons to be covered	Year 1 Christianity <i>What does it mean to belong?</i> <ul style="list-style-type: none"> - How am I special? Why do Christians believe that people are special? - What does it mean to belong? - What different religions are there in the world? Which of the symbols are associated with Christianity? - What symbols can I see in a baby’s baptism? - How was Jesus baptised? - Why do some adults choose to be baptised? What is special about belonging? 	Year 1 Christianity What do we think about how the world was made and how we look after it? <ul style="list-style-type: none"> - What beauty can you see in the world around you? - What does beauty mean? - What does the Bible say about how the world was created? - What other views are there about how the world began? - How did St Francis care for creation? - How can we be stewards of creation? 	Year 1 Islam How and why are Muhammad and Allah important to Muslims? <ul style="list-style-type: none"> - What is a Muslim? - Who was Muhammad? - What happened to Muhammad on the Night of Power? - Who is Allah? - How do Muslims describe Allah? What are some of the 99 names?

	Year 1 Christianity <i>Why is Christmas celebrated by Christians?</i> <ul style="list-style-type: none">- What is meant by the idea of something 'precious'?- What happened before and after the birth of Jesus?- What was special about the gifts that were given to Jesus?- Which parts of the Christmas story are still good news for Christians today?- Why do Christians believe that Jesus was a gift from God?- Can you discuss how the school nativity is different or similar to your understanding of the Christmas story?	Year 1 Christianity Easter and the Church as a place of worship <ul style="list-style-type: none">- Why do paintings use symbols?- Bible investigation- Compare he resurrection	Year 1 FREE CHOICE UNIT How is light used in Religion? <ul style="list-style-type: none">- Why do religions use light?- How is light used in Hindu festivals?- How is light used in Jewish festivals?- How is light used in Christian festivals?- How is light used in rites of passage?- How is light used in services?
--	--	--	--

Year 2 – Progression in RE grid			
Topic	WHAT DO JEWS BELIEVE ABOUT GOD? HOW DO JEWS SHOW FAITH THROUGH PRACTICES AND CELEBRATIONS?	WHY IS THE BIBLE A SPECIAL BOOK FOR CHRISTIANS? WHO WAS JESUS AND WHY WAS HE IMPORTANT TO CHRISTIANS?	WHY DID JESUS TEACH PEOPLE THROUGH STORIES? WHAT IS RELIGION?
Prior knowledge	From Year 1: Awareness that other religions exist in the world. Different religions may have; Holy Books, Special Places, Sacred Texts, Spritual leaders, Special Buildings, Celebrations.	From Year 1 Explain why Jesus was good news for Christians. Explain why Christians might choose to follow Jesus. Describe key important things Christians believe about Jesus and refer to the Easter story, life and teachings of Jesus. Evaluate key teachings studied from the Bible and explain why they may be important to Christians.	From Year 1 Recall key teachings Christians believe about God found in the ‘lost’ parables, the parable of the good Samaritan and other parables studied. Awareness that other religions exist in the world. Different religions may have; Holy Books, Special Places, Sacred Texts, Spritual leaders, Special Buildings, Celebrations.
Prior skills	Respect for all. Talk about a practice from a religion. Retell a religious story and know it is from a sacred text which is special to some people. Recognise some religious symbols and words. Talk about own experiences and link to communities	Ask who and what questions when exploring a religion. Sharing opinions. Express ideas that are important including right and wrong.	Respect for all. Talk about a practice from a religion. Retell a religious story and know it is from a sacred text which is special to some people. Recognise some religious symbols and words. Talk about own experiences and link to communities
Key vocabulary	Essential terms for the pupil to be applying when learning about Judaism in KS1. Judaism, Jew, Torah, Hebrew, Synagogue, Shabbat, Hanukkah, Shema	Essential terms for the pupil to be applying when learning about Christianity in KS1 Christmas, Incarnation, Easter, resurrection, salvation, parable, Samaritan God, symbols, creation, stewardship, good news, Bible Trinity, Holy Spirit, saviour	Essential terms for the pupil to be applying when learning about Relligion in KS1 Belief, rules, shared values, rituals, speial occasions, sacred text, religious community, kingship
Statutory Requirements	Identify that the Torah is a holy book for Jews and how there are rules to help guide a Jew in their lives Tell you why Shabbat is important to a Jew and how Jews may go to Synagogue during this period Identify some different artefacts and symbols of Judaism and recognise some of these in the Synagogue	Explain why Christians might choose to follow Jesus. Evaluate what it means to Christians to belong to a church. Talk about how Christians might use symbols in a church building and begin to suggest reasons why. Describe key important things Christians believe about Jesus and refer to the Easter story, life and teachings of Jesus. Evaluate key teachings studied from the Bible and explain why they may be important to Christians.	Recall key teachings Christians believe about God found in the parables. Evaluate key teachings studied from the Bible and explain why they may be important to Christians.
Skills covered	Talk about practice from a Religion. Recall and name diffrenter beliefs and practices Recognise sybols and actions that reflect a communities way of life. Ask questions about belonging, meaning and truth. Notice and resond sensitively to similarities between different religions and world views.	Ask questions about me and who I am, showing awe and wonder. Ask puzzling questions about God. Recall and name diferent beliefs and pracices and find out meanings behind them.	Find out about questions of right and wrongand begin to express my own opinions. See how to work together with people even if we have differences. Express different ways of expressing identity and belonging.
Key Performance Indicators	I can talk about a practice from a religion. I can retell a religious story using prompts and know that it is from a sacred text which is special to some people. I can recognise some religious symbols and words. I can talk about my own experiences and can link these to the communities to which I belong.	I can as “who” or “what” questions when exploring a religion. I have started to share my opinions and say what is important to myself and others. I can ask questions about me, showing awe and wonder. I can ask puzzling questions about Creation and God.	I can see how I can work together with others even if we have differences. I can as “who” or “what” questions when exploring a religion. I have started to share my opinions and say what is important to myself and others. I can say ideas which are important to me and can say what I think to be right and wrong.
Lessons to be covered	Year 2 What do Jews believe about God? Why is the Torah important for Jews? What do Jews believe about God? God is one, promise to Abraham. Courage / covenant / Israel Who was Joseph? Redemption. How did Miriam show courage and truthfulness and choose between right and wrong? What rules are important for Jews? Commandments / Covenant / Israel	Year 2 Christianity Why is the Bible a special book for Christians? Why do Christians try to live their lives according to teachings in the Bible? What sort of different books are in the Bible? What words of wisdom are there in the Bible? What could the story of David and Goliath teach a Christian? How did David show courage? How does the story of the stilling of the storm help Christians? What other passages have special significance for Christians	Year 2 Christianity Why did Jesus teach people through stories? What does the Parable of the Lost Sheep teach Christians about God? What is the message from Jesus in the Parable of the Sower?

	What do Jews believe about a creator God? God cares for all people.	What prayers are there in the Bible and why do Christians pray?	What do Christians mean when talking about building good foundations in the Parable of the Parable of the Two Builders. How does the Parable of the Prodigal Son teach about God? How does the Parable of the Good Samaritan teach about Christian love? What does it mean to love your neighbour? What parables can I tell to others?
	Year 2 How do Jews show faith through practices and celebrations? <ul style="list-style-type: none">- What do Jews believe about God? God is one, promise to Abraham. Courage / covenant / Israel- Who was Joseph? Redemption.- How did Miriam show courage and truthfulness and choose between right and wrong?- What rules are important for Jews? Commandments / Covenant / Israel- What do Jews believe about a creator God? God cares for all people.- Why is the Torah important for Jews?	Year 2 Christianity Who was Jesus and why is he important to Christians today? Who were the disciples? Why was Jesus a teacher and leader? What happened at the feeding of the 5000? Why do Christians believe that Jesus was a healer? Why was Jesus’ death part of a bigger plan for Christians? What is the resurrection? Why do Christians follow Jesus?	Year 2 Free Choice Unit What is religion? What is a belief? Why are there rules and shared values for believers? Why are there rituals in religion? Why are special occasions (e.g. Marriages) celebrated in places of worship? What is the significance of a sacred text? How does a religious community mark the end of a life? What is Kingship and how does it link to Easter?

Year 3 – Progression in RE grid			
Topic	HOW DO HINDUS VIEW GOD AND HOW IS DIWALI CELEBRATED? CHRISTMAS SYMBOLISM.	HOW DO CHRISTIANS USE THE BIBLE TO HELP THEM WITH THEIR LIVES? WHAT DO I THINK ABOUT JESUS AND HOW IS HE PORTRAYED IN ART FROM AROUND THE WORLD?	WHAT IS MY POINT OF VIEW ABOUT GOD AND WHY DO PEOPLE HAVE FAITH? WHAT IS HUMANISM?
Prior knowledge	From Year 1 and 2: Know why Christians might use symbols in a church building and begin to suggest reasons why.	From Year 1 and 2: Know why Christians might choose to follow Jesus. Know what it means to Christians to belong to a church. Know why Christians might use symbols in a church building and begin to suggest reasons why. Describe key important things Christians believe about Jesus and refer to the Easter story, life and teachings of Jesus. Evaluate key teachings studied from the Bible and explain why they may be important to Christians.	From Year 1 and 2: Know why Christians might choose to follow Jesus. Know what it means to Christians to belong to a church. Talk about how Christians might use symbols in a church building and begin to suggest reasons why. Describe key important things Christians believe about Jesus, life and teachings of Jesus. Evaluate key teachings studied from the Bible and explain why they may be important to Christians.
Prior skills	<ul style="list-style-type: none"> - Talk about practice from a Religion. - Recall and name different beliefs and practices - Recognise symbols and actions that reflect a community's way of life. - Ask questions about belonging, meaning and truth. - Notice and respond sensitively to similarities between different religions and world views. 	<ul style="list-style-type: none"> - Talk about practice from a Religion. - Recall and name different beliefs and practices - Recognise symbols and actions that reflect a community's way of life. - Ask questions about belonging, meaning and truth. - Notice and respond sensitively to similarities between different religions and world views. 	<ul style="list-style-type: none"> - Respect for all. - Talk about practice from a Religion. - Recall and name different beliefs and practices - Recognise symbols and actions that reflect a community's way of life. - Ask questions about belonging, meaning and truth. - Notice and respond sensitively to similarities between different religions and world views.
Key vocabulary	Essential terms for the pupil to be applying when learning about Hinduism. Hinduism, Hindu, Brahman, Vishnu, Shiva, Brahma, Rama, Sita, Hanuman, Diwali, Holi, Puja, Vedas, Mandir, Reincarnation, Karma, Aum, Dharma, Samsara, Moksha. Essential terms for the pupil to be applying when learning about Christianity in lower KS2 Christmas, Incarnation, Easter, resurrection, salvation, parable, Samaritan God, symbols, creation, stewardship, evolution, good news, bible Lost Parables, prodigal son,	Essential terms for the pupil to be applying when learning about Christianity in lower KS2 Christmas, Incarnation, Easter, resurrection, salvation, parable, Samaritan God, symbols, creation, stewardship, evolution, good news, bible Lost Parables, prodigal son,	Essential terms for the pupil to be applying when learning about Christianity in lower KS2 Christmas, Incarnation, Easter, resurrection, salvation, parable, Samaritan God, symbols, creation, stewardship, evolution, good news, bible, Lost Parables, prodigal son, Essential terms for the pupil to be applying when learning about Humanism Humanist, Humanism, Humanity, Atheism, Agnostic, Science, Evidence, Evolution, Golden Rule, Happy human, Celebrant
Statutory Requirements	<ul style="list-style-type: none"> • Explain how a Hindu may worship at home or in the mandir • Describe and explain how a Hindu celebrates Diwali and Holi • Explain how a Hindu may view God • Retell some Hindu stories and explain their significance for a Hindu • Analyse a Hindu's journey of life and significant events along the way • Explain how Christians see God as 'Three in One' through symbols. • Analyse what Christians can learn about Jesus from nativity stories. • Describe and suggest reasons why Christians call Jesus, Saviour. • Explain the concept of salvation. • Describe how Christians live their lives as disciples. 	<ul style="list-style-type: none"> • Explain how Christians see God as 'Three in One' through symbols. • Analyse what Christians can learn about Jesus from nativity stories. • Describe and suggest reasons why Christians call Jesus, Saviour. • Explain the concept of salvation. • Describe how Christians live their lives as disciples. 	<ul style="list-style-type: none"> • Explain how Christians see God as 'Three in One' through symbols. • Analyse what Christians can learn about Jesus from nativity stories. • Describe and suggest reasons why Christians call Jesus, Saviour. • Explain the concept of salvation. • Describe how Christians live their lives as disciples. • Describe the main beliefs of Humanism and begin to compare it to following a religious belief • Say what Humanists think about God • Explain how Humanists believe they can be happy • Explore the happy human symbol • Describe how Humanists celebrate in their lives • Explain how Humanists' lifestyle plays a role in modern society.
Skills covered	To recall and name different beliefs and practices. To recall and name festivals. To give thoughtful responses. Use a variety of ways to express thoughts. Consider similarities and differences to religions and world views.	Making connections between stories, sayings and the teaching for Christians. Explore belief in action. Understand the meaning of commitment and dedication. Reflect on own values.	Discuss ideas about ethical questions. Express ideas clearly. Consider diverse communities. Consider the well-being of all. Think about community, values and respect.
	Ongoing skills Critical Thinking, Religious Tolerance, Investigation, Interpretation, Reflection, Evaluation, Analysis, Synthesis, Application, Expression, Self Understanding, Communication, Problem Solving. Developing Attitudes Self Esteem, Curiosity, Fairness, Respect, Empathy, Wonder, Open-mindedness, Working with others, Sense of Community.		

Key Performance Indicators	<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 give thoughtful responses using different forms of expression.</p> <p>I can consider an aspect of a religion and show differences and similarities to other religions or worldviews.</p>	<p>I can make connections between different stories / sayings and what they teach followers of different religions / worldviews.</p> <p>I can explore belief in action and make connections with my own life and communities.</p> <p>I understand the commitment and dedication needed for different faith followers.</p> <p>I can reflect on my own values and explore what I can learn from the values of believers.</p>	<p>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.</p> <p>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</p>
Lessons to be covered	<p>Year 3 - Hinduism A How do Hindus view God and how is Diwali celebrated?</p> <ul style="list-style-type: none"> • How do Hindus view God? • What is the Trimurti? • Why does this murti have the head of an elephant and the body of a boy? (Designing questions and answering them based on a murti of Ganesha.) • How do Hindus celebrate Diwali? • How does the Ramayana teach Hindus about Good and Evil? • Which words of wisdom from the Bhagavad Gita are important to you? How would these words be viewed by a Hindu? 	<p>Year 3 - Christianity How do Christians use the Bible to help them with their lives?</p> <ul style="list-style-type: none"> • What is a sacred text? Is the Bible a Best Seller? • What is in the Bible and who wrote it? • How do you find particular verses in the Bible? • Why are there different kinds of Bible? • What does the Bible mean to a Christian? • How is art used in the Bible? <p>Year 3 - Christianity How can I understand different Easter concepts?</p> <ul style="list-style-type: none"> • Which of the Christian Festivals is central to the teachings of Christianity? What is sin? • What is servanthood and how is this shown through the Easter story and through the life of a Christian today? • What is the significance of the Stations of the Cross for those who are Catholic? • What does the concept of Sacrifice mean to you? • How is the concept of sacrifice shown through Christian hymns and modern songs of worship? 	<p>Year 3 - Christianity What is my point of view about God and why do people have faith?</p> <ul style="list-style-type: none"> • What do I think about God? • How do Christians describe God? • How have artists portrayed God in different times? • How is God seen in different faiths? How does this compare to Christianity? • How does faith impact on decisions? What did Abraham's faith mean to him? • What questions do I have to interview Christians about their belief in God? <p>Year 3 Free Choice Unit What is Humanism?</p> <ul style="list-style-type: none"> • What do Humanists believe? How does this compare to following a faith? • What do Humanists think about God? • What are Humanist views on happiness? • What are the special ways that Humanists celebrate in their lives? • How do Humanists believe that all can lead a good life? • What role does Humanism play in our modern society?

Year 4– Progression in RE grid			
Topic	HOW DO JEWS DEMONSTRATE THEIR FAITH THROUGH THEIR COMMUNITIES? WHY DO CHRISTIANS THINK ABOUT INCARNATION AT CHRISTMAS?	HOW DID JESUS TEACH ABOUT GOD AND VALUES THROUGH PARABLES? HOW CAN I UNDERSTAND DIFFERENT EASTER CONCEPTS?	HOW DO HINDUS WORSHIP? WHAT IS HUMANISM?
Prior knowledge	From Year 2/3: Explain how Christians see God as ‘Three in One’ through symbols. Analyse what Christians can learn about Jesus from nativity stories. Describe and suggest reasons why Christians call Jesus, Saviour. Describe how Christians live their lives as disciples. Identify that the Torah is a holy book for Jews and how there are rules to help guide a Jew in their lives Tell you why Shabbat is important to a Jew and how Jews may go to Synagogue during this period Identify some different artefacts and symbols of Judaism and recognise some of these in the Synagogue	From Year 2/3: Explain how Christians see God as ‘Three in One’ through symbols. Describe and suggest reasons why Christians call Jesus, Saviour. Explain the concept of salvation. Describe how Christians live their lives as disciples.	From Year 2/3: Know how a Hindu may worship at home or in the mandir. Describe and explain how a Hindu celebrates Diwali and Holi. Explain how a Hindu may view God. Retell some Hindu stories and explain their significance for a Hindu. Analyse a Hindu’s journey of life and significant events along the way.
Prior skills	To recall and name different beliefs and practices. To recall and name festivals. To give thoughtful responses. Use a variety of ways to express thoughts. Consider similarities and differences to religions and world views.	Making connections between stories, sayings and the teachingd for Christians. Explore belief in action. Understand the meaning of commitment and dedication. Reflect on own values.	Discuss ideas about ethical questions. Express ideas clearly. Consider diverse communities. Consider the well being of all. Think about community, values and respect.
Key vocabulary	Essential terms for the pupil to be applying when learning about Judaism in KS2 Judaism, Jew, Torah, Hebrew, Synagogue, Shabbat, Hanukkah, Shema, Covenant, Israel, Pesach, Rabbi, Bar/Bat Mitzvah, Yahweh Essential terms for the pupil to be applying when learning about Christianity in lower KS2 Christmas, Incarnation, Easter, resurrection, salvation, parable, Samaritan God, symbols, creation, stewardship, evolution, good news, bible Lost Parables,prodigal son,	Essential terms for the pupil to be applying when learning about Christianity in lower KS2 Christmas, Incarnation, Easter, resurrection, salvation, parable, Samaritan God, symbols, creation, stewardship, evolution, good news, bible Lost Parables,prodigal son,	Essential terms for the pupil to be applying when learning about Hinduism. Hinduism, Hindu, Brahman, Vishnu, Shiva, Brahma, Rama, Sita, Hanuman, Diwali, Holi, Puja, Vedas, Mandir, Reincarnation, Karma, Aum, Dharma, Samsara, Moksha. Essential terms for the pupil to be applying when learning about Humanism Humanist, Humanism, Humanity, Athiesm, Agnostic, Science, Evidence, Evolution, Golden Rule, Happy human, Celebrant
Statutory Requirements	<ul style="list-style-type: none"> Reflect on why and how Jews worship Explain the importance of the Covenant for Jews Explain key features in a synagogue, how worship happens there and explore how this relates to Jewish belief Evaluate why Pesach is important to Jews as an act of commemoration Explain how Christians see God as ‘Three in One’ through symbols. Analyse what Christians can learn about Jesus from nativity stories. Describe and suggest reasons why Christians call Jesus, Saviour. Explain the concept of salvation. Describe how Christians live their lives as disciples. 	<ul style="list-style-type: none"> Explain how Christians see God as ‘Three in One’ through symbols. Analyse what Christians can learn about Jesus from nativity stories. Describe and suggest reasons why Christians call Jesus, Saviour. Explain the concept of salvation. Describe how Christians live their lives as disciples. 	<ul style="list-style-type: none"> Explain how a Hindu may worship at home or in the mandir Describe and explain how a Hindu celebrates Diwali and Holi Explain how a Hindu may view God Retell some Hindu stories and explain their significance for a Hindu Analyse a Hindu’s journey of life and significant events along the way Describe the main beliefs of Humanism and begin to compare it to following a religious belief Say what Humanists think about God Explain how Humanists believe they can be happy Explore the happy human symbol Describe how Humanists celebrate in their lives Explain how Humanists lifestyle plays a role in modern society.
Skills covered	To explore belief in action and make connections with my own life and communities. To give thoughtful responses using different forms of expression. To discuss why worshippers choose to attend a particular place of worship and what it means to belong.	To describe and understand links between stories and other aspects of the communities. Respond to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.	To explore and describe a range of beliefs, symbols and actions so that I can understand different ways of life and ways of expressing meaning. Discuss ideas about ethical questions.

		Observe and understand varied examples of religions and worldviews and can explain, with reasons, their meanings and significance to individuals and communities	Express ideas clearly. Explore moral and ethical questions using examples. Make personal informed responses to ultimate questions.
	Ongoing skills Critical Thinking, Religious Tolerance, Investigation, Interpretation, Reflection, Evaluation, Analysis, Synthesis, Application, Expression, Self Understanding, Communication, Problem Solving. Developing Attitudes Self Esteem, Curiosity, Fairness, Respect, Empathy, Wonder, Open-mindedness, Working with others, Sense of Community.		
Key Performance Indicators	I can explore belief in action and make connections with my own life and communities. I can give thoughtful responses using different forms of expression. I can discuss why worshippers choose to attend a particular place of worship and what it means to belong.	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 observe and understand varied examples of religions and worldviews and can explain, with reasons, their meanings and significance to individuals 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 ideas about ethical questions. I can express ideas clearly. I can explore moral and ethical questions using examples. I can make personal informed responses to ultimate questions.
Lessons to be covered	Year 4 Judaism How do Jews demonstrate their faith through their communities? What happens at a Synagogue? Community Centre / place of study / prayer What happens at Pesach (Passover) Story of Jews Exodus What is Sukkot? God cares for all. Protection in desert How do Jews remember the giving of the Torah? Shavout / First Four commandments What rules for Jews follow in the Torah? Kosher What happens during the life journey of a Jew? Naming ceremony / Bar/Bat Mitzvah / Wedding / Death	Year 4 Christianity How did Jesus teach about God and values through parables? Why did Jesus teach about God through parables? How was Jesus explaining about pride and humility through the Parable of the Tax Collector and the Pharisee? What does the Parable of the Friend at Midnight teach a Christian about prayer? How does the Parable of the Judge and the Widow explore the relationship between a Christian and God? What is the Kingdom and God and how does the mustard seed help to explore this concept? What values do Christians learn from the parables which Jesus told?	Year 4 Hinduism How do Hindus worship? What would a Hindu parent want their child to know about God? What is the meaning of Aum? What does it mean to have one God in many forms? Is Hinduism monotheistic or polytheistic? Why is a shrine important in a Hindu home? What is Puja? How do Hindus worship and celebrate at the festival of Holi? What do Hindus understand about the journey of life? What values about the family and how to care for the Earth important for Hindus?
	Year 4 Christianity B Why do Christians think about Incarnation at Christmas? How do different Bibles tell the story of the Nativity? What is a Christingle and how does it help us develop our understanding of the Incarnation? Why is the incarnation an important concept in Christianity? How do Christians around the world celebrate the Incarnation? How can we think more deeply about incarnation using Christmas Carols? How do Christians worship at Christmas? Which words from the Bible about incarnation may be read in church at this time?	Year 4 Christianity How can I understand different Easter concepts? Which of the Christian Festivals is central to the teachings of Christianity? What is sin? What is servanthood and how is this shown through the Easter story and through the life of a Christian today? What is the significance of the Stations of the Cross for those who are Catholic? What does the concept of Sacrifice mean to you? How is the concept of sacrifice shown through Christian hymns and modern songs of worship?	Year 4 Free Choice Unit What is Humanism? What do Humanists believe? How does this compare to following a faith? What do Humanists think about God? What are Humanist views on happiness? What are the special ways that Humanists celebrate in their lives? How do Humanists believe that all can lead a good life? What role does Humanism play in our modern society?

Year 5 – Progression in RE grid			
Topic	WHY ARE THE 5 PILLARS IMPORTANT TO MUSLIMS? HOW IS THE MUSLIM FAITH EXPRESSED THROUGH FAMILY LIFE?	AN INTRODUCTION TO SIKHISM WHAT IS THE KINGDOM OF GOD AND WHAT DO CHRISTIANS BELIEVE IN THE AFTERLIFE?	WHAT IS HUMANISM? BIBLE EXPLORER
Prior knowledge	From YEAR 1: <ul style="list-style-type: none"> Talk about who Muslims say Allah and Muhammad (pbuh) are e.g. 99 names of Allah / Prophet of God. Explain that the Qu’ran is the holy book of Islam and say how it should be treated. 	From YEAR 3/4: <ul style="list-style-type: none"> Explain how Christians see God as ‘Three in One’ through symbols. Analyse what Christians can learn about Jesus from nativity stories. Describe and suggest reasons why Christians call Jesus, Saviour. Explain the concept of salvation. Describe how Christians live their lives as disciples. 	From YEAR 3/4: <ul style="list-style-type: none"> Explain how Christians see God as ‘Three in One’ through symbols. Analyse what Christians can learn about Jesus from nativity stories. Describe and suggest reasons why Christians call Jesus, Saviour. Explain the concept of salvation. Describe how Christians live their lives as disciples.
Prior skills	To explore belief in action and make connections with my own life and communities. To give thoughtful responses using different forms of expression. To discuss why worshippers choose to attend a particular place of worship and what it means to belong.	Making connections between stories, sayings and the teachingd for Christians. Explore belief in action. Understand the meaning of commitment and dedication. Reflect on own values.	Respect for all. Discuss ideas about ethical questions. Express ideas clearly. Consider diverse communities. Consider the well being of all. Think about community, values and respect
Key vocabulary	Essential terms for the pupil to be applying when learning about Islam in UKS2. Badah, Achlaq, Shahada, Sawm, Salah, Zakah, Hajj, Kabbah, Pilgrimage, Mumin, Five Pillars	Essential terms for the pupil to be applying when learning about Sikhism Sikhism, Sikh, Guru Granth Sahib, Gurdwara, Punjabi, Gurdwara, Guru Nanak, 5Ks Essential terms for the pupil to be applying when learning about Christianity in Upper KS2. Jesus, Christianity, Christians, Church, Christmas, Incarnation, Easter, resurrection, salvation, parable, Samaritan God, symbols, creation, good news, Bible Saviour, Messiah, Sacrifice, Reconciliation, Resurrection, Parable, Trinity. Holy Spirit, Salvation	Essential terms for the pupil to be applying when learning about Humanism Humanist, Humanism, Humanity, Athiesm, Agnostic, Science, Evidence, Evolution, Golden Rule, Happy human, Celebrant Essential terms for the pupil to be applying when learning about Christianity in Upper KS2. Jesus, Christianity, Christians, Church, Christmas, God, symbols, creation, good news, Bible
Statutory Requirements	<ul style="list-style-type: none"> Identify, describe and explain key Muslim beliefs related to Allah (God). Understand Muslims believe that to have ‘inner peace with God’ humans must follow and submit to Allah’s guidance and will. Name the Five Pillars and explain why they are important to Muslims. Explain and assess how all Muslims are part of the ‘Ummah’ by showing how the Five Pillars enable Muslims to have peace with God. Explain how Muslims’ organisations help people in need. 	<ul style="list-style-type: none"> Explain how Sikhs believe in all pathways leading to God Tell you about the founder of Sikhism, Guru Nanak and recall key events in his life. Explain the symbolism of the 5Ks Outline how Christians around the world read the Bible to maintain their relationship with God. Explain how Christians seek to live to advance the Kingdom of God on Earth. Describe how references to Jesus’ death and resurrection found in the Church (artefacts, ritual or text) reinforce the Christian idea of forgiveness. 	<ul style="list-style-type: none"> Describe the main beliefs of Humanism and begin to compare it to following a religious belief Say what Humanists think about God Explain how Humanists believe they can be happy Explore the happy human symbol Describe how Humanists celebrate in their lives Explain how Humanists lifestyle plays a role in modern society.
Skills covered	To discuss why worshippers attend a particular place of worship. Describe and make connections between different features of religions and world views. Explore and describe a range of beliefs, symbols and actions. Understand different ways of life. Understand different ways of expressing meaning.	To discuss why worshippers attend a particular place of worship. Describe and make connections between different features of religions and world views. Explore and describe a range of beliefs, symbols and actions. Understand different ways of life. Understand different ways of expressing meaning. Reflect on own values and explore what can be learned from the values of believers.	Discuss ideas about ethical questions. Express ideas clearly. Consider diverse communities. Consider the well being of all. Think about community, values and respect.
	Ongoing skills Developing Attitudes	Critical Thinking, Religious Tolerance, Investigation, Interpretation, Reflection, Evaluation, Analysis, Synthesis, Application, Expression, Self Understanding, Communication, Problem Solving. Self Esteem, Curiosity, Fairness, Respect, Empathy, Wonder, Open-mindedness, Working with others, Sense of Community.	

Key Performance Indicators	<p>I can discuss why worshippers choose to attend a particular place of worship and what it means to belong.</p> <p>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.</p> <p>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.</p>	<p>I can discuss why worshippers choose to attend a particular place of worship and what it means to belong.</p> <p>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.</p> <p>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.</p> <p>I can reflect on my own values and explore what I can learn from the values of believers.</p>	<p>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.</p> <p>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</p>
Lessons to be covered	<p>Year 5 - Islam A Why are the Five Pillars important to Muslims?</p> <p>What are the Five Pillars of Islam? What is the Shahadah?</p> <p>How do Muslims show care for others? (Zakat)</p> <p>What is the pattern of prayer for Muslims? (Salat)</p> <p>Why do Muslims fast? (Sawm)</p> <p>Why do Muslims go on Pilgrimage? (Hajj)</p> <p>Why do some Muslims wear particular dress? How is this related to culture?</p>	<p>Year 5 – An introduction to Sikhism</p> <p>Why is community and equality important to Sikhs?</p> <p>What do Sikhs believe?</p> <p>Who is Guru Nanak and how did he become a teacher and leader?</p> <p>What is the Guru Granth Sahib?</p> <p>What is the symbolism of the 5Ks and why is the community important for Sikhs?</p> <p>How do Sikhs lead their lives to the best of their ability? Looking at values.</p> <p>How do Sikhs remember the birthday of Guru Nanak?</p>	<p>Year 5 – What is Humanism? (Free Choice Unit)</p> <p>What do Humanists believe? How does this compare to following a faith?</p> <p>What do Humanists think about God?</p> <p>What are Humanist views on happiness?</p> <p>What are the special ways that Humanists celebrate in their lives?</p> <p>How do Humanists believe that all can lead a good life?</p> <p>What role does Humanism play in our modern society?</p>
	<p>Year 5 Islam How do Muslims worship?</p> <p>What can you remember about Islam?</p> <p>Where do Muslims worship? (Mosque Visit)</p> <p>What are the Five Pillars of Islam? What is the Shahadah?</p> <p>How do Muslims show care for others? (Zakat)</p> <p>What is the pattern of prayer for Muslims? (Salat)</p> <p>Why do Muslims fast? (Sawm)</p> <p>Why do Muslims go on Pilgrimage? (Hajj)</p>	<p>Year 5 - Christianity What is the Kingdom of God and what do Christians believe about the afterlife?</p> <p>What did Jesus teach about the Kingdom of God in the Parable of the Mustard Seed?</p> <p>How do Christians enter the Kingdom of God and how do they know they are in it?</p> <p>How does Jesus use the parables of the Great Feast and the Pearl to explain the Kingdom of God?</p> <p>How does the local church community live as God’s Kingdom on Earth?</p> <p>What do Christians believe about the future of heaven and earth? (Rev 11)</p> <p>How does a belief in the Kingdom of God inspire and influence Christians across the world?</p>	<p>Year 5 - Bible Explorer – The Old Testament.</p> <p>How des a Bible work?</p> <p>Exploring Genesis</p> <p>Exodus – a journey.</p> <p>Deuteronomy.</p> <p>Exploring Joshua ad Ruth</p> <p>United and Divideed Kingdoms.</p> <p>Psalms.</p> <p>Exile and Return.</p>

Year 6 – Progression in RE grid			
Topic	WHAT CAN WE LEARN FROM CHRISTIAN RELIGIOUS BUILDINGS? HOW AND WHY DO CHRISTIANS WORSHIP?	HOW DO SIKHS WORSHIP? WHY IS COMMUNITY AND EQUALITY IMPORTANT TO SIKHS?	BIBLE EXPLORER – NEW TESTAMENT WHAT IS HUMANISM?
Prior knowledge	From YEAR 5: <ul style="list-style-type: none"> Explain how Christians see God as ‘Three in One’ through symbols. Analyse what Christians can learn about Jesus from nativity stories. Describe and suggest reasons why Christians call Jesus, Saviour. Explain the concept of salvation. Describe how Christians live their lives as disciples. 	From YEAR 5: <ul style="list-style-type: none"> Explain how Sikhs believe in all pathways leading to God Tell you about the founder of Sikhism, Guru Nanak and recall key events in his life. Explain the symbolism of the 5Ks 	From YEAR 3/4/5 <ul style="list-style-type: none"> Explain how Christians see God as ‘Three in One’ through symbols. Analyse what Christians can learn about Jesus from nativity stories. Describe and suggest reasons why Christians call Jesus, Saviour. Explain the concept of salvation. Describe how Christians live their lives as disciples
Prior skills	To discuss why worshippers attend a particular place of worship. Describe and make connections between different features of religions and world views. Explore and describe a range of beliefs, symbols and actions. Understand different ways of life. Understand different ways of expressing meaning.	To discuss why worshippers attend a particular place of worship. Describe and make connections between different features of religions and world views. Explore and describe a range of beliefs, symbols and actions. Understand different ways of life. Understand different ways of expressing meaning. Reflect on own values and explore what can be learned from the values of believers.	Respect for all. Discuss ideas about ethical questions. Express ideas clearly. Consider diverse communities. Consider the well being of all. Think about community, values and respect.
Key vocabulary	Essential terms for the pupil to be applying when learning about Christianity in Upper KS2. Jesus, Christianity, Christians, Church, Christmas, Incarnation, Easter, resurrection, salvation, parable, Samaritan God, symbols, creation, good news, Bible Saviour, Messiah, Sacrifice, Reconciliation, Resurrection, Parable, Trinity. Holy Spirit, Salvation	Essential terms for the pupil to be applying when learning about Sikhism Sikhism, Sikh, Guru Granth Sahib, Gurdwara, Punjabi, Gurdwara, Guru Nanak, 5Ks	Essential terms for the pupil to be applying when learning about Humanism Humanist, Humanism, Humanity, Athiesm, Agnostic, Science, Evidence, Evolution, Golden Rule, Happy human, Celebrant
Statutory Requirements	<ul style="list-style-type: none"> Describe how celebrating Easter shows a Christian understanding of Sacrifice and Reconciliation. Outline how Christians around the world read the Bible to maintain their relationship with God. Explain how Christians seek to live to advance the Kingdom of God on Earth. Make connections between Christianity, Judaism and Islam. Describe how references to Jesus’ death and resurrection found in the Church (artefacts, ritual or text) reinforce the Christian idea of forgiveness. 	<ul style="list-style-type: none"> Explain how Sikhs believe in all pathways leading to God Tell you about the founder of Sikhism, Guru Nanak and recall key events in his life Tell you about what happens in the Gurdwara and how the Guru Granth Sahib is treated with respect Explain the symbolism of the 5Ks Analyse how Sikhs show community and equality in their lives 	<ul style="list-style-type: none"> Outline how Christians around the world read the Bible to maintain their relationship with God. Explain how Christians seek to live to advance the Kingdom of God on Earth. Make connections between Christianity, Judaism and Islam. Describe the main beliefs of Humanism and begin to compare it to following a religious belief Say what Humanists think about God Explain how Humanists believe they can be happy Explore the happy human symbol Describe how Humanists celebrate in their lives Explain how Humanists lifestyle plays a role in modern society.
Skills covered	To discuss why worshippers attend a particular place of worship. Describe and make connections between different features of religions and world views. Explore and describe a range of beliefs, symbols and actions. Understand different ways of life. Understand different ways of expressing meaning.	To discuss why worshippers attend a particular place of worship. Describe and make connections between different features of religions and world views. Explore and describe a range of beliefs, symbols and actions. Understand different ways of life. Understand different ways of expressing meaning. Reflect on own values and explore what can be learned from the values of believers.	Discuss ideas about ethical questions. Express ideas clearly. Explore moral and ethical questions using examples. Make personal informaed responses to utimate questions.
	Ongoing skills Developing Attitudes	Critical Thinking, Religious Tolerance, Investigation, Interpretation, Reflection, Evaluation, Analysis, Synthesis, Application, Expression, Self Understanding, Communication, Problem Solving. Self Esteem, Curiosity, Fairness, Respect, Empathy, Wonder, Open-mindedness, Working with others, Sense of Community.	

Key Performance Indicators	<p>I can discuss why worshippers choose to attend a particular place of worship and what it means to belong.</p> <p>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.</p> <p>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.</p>	<p>I can discuss why worshippers choose to attend a particular place of worship and what it means to belong.</p> <p>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.</p> <p>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.</p> <p>I can reflect on my own values and explore what I can learn from the values of believers.</p>	<p>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.</p> <p>I can explore moral and ethical questions using examples.</p>
Lessons to be covered	<p>Year 6 Christianity What can we learn from Christian religious buildings and music?</p> <p>What would I expect to find in Christian places of worship?</p> <p>What would my local church want me to know about them?</p> <p>Which piece of art or artefact from my local church can I find out more about?</p> <p>How is music used in my local church?</p> <p>How does the “Lord of the Dance” and “See what a morning” to the Gospel narratives of Easter?</p> <p>How does “And can it be “develop understanding of the Holy Spirit and “How firm the Foundation” supports Christians in times of trouble?</p>	<p>Year 6 Sikhism Why is community and equality important to Sikhs?</p> <p>What do Sikhs believe?</p> <p>Who is Guru Nanak and how did he become a teacher and leader?</p> <p>What is the Guru Granth Sahib?</p> <p>Reminder of the symbolism of the 5Ks and why is the community important for Sikhs?</p> <p>How do Sikhs lead their lives to the best of their ability? Looking at values.</p> <p>How do Sikhs remember the birthday of Guru Nanak?</p>	<p>Year 6 – What is Humanism? (Free Choice Unit)</p> <p>What do Humanists believe? How does this compare to following a faith?</p> <p>What do Humanists think about God?</p> <p>What are Humanist views on happiness?</p> <p>What are the special ways that Humanists celebrate in their lives?</p> <p>How do Humanists believe that all can lead a good life?</p> <p>What role does Humanism play in our modern society?</p>
	<p>Year 6 Christianity D How and why do Christians worship? What are the benefits for believers?</p> <p>What is worship? Do you believe in “Something Greater”?</p> <p>What is the purpose of prayer? Would I non-believer pray?</p> <p>How do denominations worship in different and similar ways?</p> <p>How do Christians feel when they worship? What is a spiritual encounter?</p> <p>How is the joining of a denomination celebrated by the community?</p> <p>What are the responsibilities of being part of a community?</p>	<p>Year 6 Sikhism How do Sikhs worship?</p> <p>What is the Gurdwara how is this important to the community?</p> <p>What is the Khanda?</p> <p>How do Sikhs worship in the Gurdwara?</p> <p>Why do Sikhs have a Langar?</p> <p>How do Gurdwaras look different or similar around the world? What is the Golden Temple like?</p> <p>How do Sikhs celebrate with their local communities?</p>	<p>Year 6 - Bible Explorer – The New Testament.</p> <p>How does a Bible work? Books of the Bible.</p> <p>The life of Christ.</p> <p>Temptations</p> <p>Disciples.</p> <p>Miracles.</p> <p>Triumphal entry.</p> <p>The Birth of the Church.</p> <p>Philip and Paul.</p> <p>Missionary Journeys.</p>