



## RE Progression Document

### KS1 & 2

|                     | <b>Year 1</b>   | <b>Year 2</b>   | <b>Year 3</b>  | <b>Year 4</b>  | <b>Year 5</b>  | <b>Year 6</b>  |
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| <b>Sacred books</b> | Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe (B2). | Recognise that sacred texts contain stories which are special to many people and should be treated with respect (B3). | <p>Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation (A2).</p> <p>Give examples of how and suggest reasons why Christians use the Bible today (B1).</p> <p>Describe some ways Christians say God is like, with examples from the Bible,</p> | <p>Make connections between some of Jesus' teachings and the way Christians live today (A1)</p> <p>Make connections between the Easter story of Jesus and the wider 'big story' of the Bible (creation, the Fall, incarnation, salvation—see unit L2.2), reflecting on why this inspires Christians (A1)</p> | <p>Describe and reflect on the significance of the Holy Qur'an to Muslims (B1).</p> <p>Make connections between the key functions of the mosque and the beliefs of Muslims (A1)</p> <p>Make connections between how believers feel about places of worship in different traditions (A3)</p> <p>Select and describe the most important functions of a place</p> | <p>Describe and recount two Muslim teachings about Charity and give an example of how these might affect the behaviour of a Muslim.</p> <p>Apply ideas about worship and belief for themselves in a creative activity, using Christian scripture</p> <p>Apply ideas about generosity from scriptures, Muslim and Christian, to the title question.</p> |

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|                          |  |   | using different forms of expression (A1).   |  | of worship for the community (B3)  |  |
| <b>Religious stories</b> | <p>Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means (A2).</p> <p>Talk about issues of good and bad, right and wrong arising from the stories (C3).</p>   | <p>Re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories (A2).</p> <p>Ask and suggest answers to questions arising from stories Jesus told and from another religion(C1).</p> <p>Talk about issues of good and bad, right and wrong arising from the stories (C3)</p> | <p>Retell and suggest the meanings of stories from sacred texts about people who encountered God (A1).</p>  | <p>Make connections between some of Jesus' teachings and the way Christians live today(A1).</p>  | <p>Outline Jesus' teaching on how his followers should live (A2).</p> <p>Offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live (B3).</p> <p>Explain the impact Jesus' example and teachings might have on Christians today (B1).</p>                                      | <p>Identify the values found in stories and texts (A2).</p>  |
| <b>Beliefs</b>           | <p>Talk about the fact that Christians believe in God and follow the example of Jesus (A1).</p> <p>Talk about some simple ideas about Christian beliefs about God and Jesus (A1).</p> <p>Ask some questions about believing in God and offer some ideas of their own (C1).</p> | <p>Talk about the fact that Jewish people believe in God (A1).</p> <p>Recognise that some Jewish people remember God in different ways (e.g. mezuzah, on Shabbat) (A3)</p> <p>Talk about how the mezuzah in the home reminds Jewish people about God (A3).</p>  | <p>Identify beliefs about God that are held by Christians, Hindus and/or Muslims (B1).</p> <p>Describe some of the ways in which Christians Hindus and/or Muslims describe God (A1).</p> <p>Ask questions and suggest some of their</p> | <p>Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life (A1).</p> <p>Describe some ways in which Hindus express their faith through puja, aarti and bhajans (A2).</p> <p>Discuss links between the actions</p> | <p>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).</p> <p>Express thoughtful ideas about the impact of believing or not believing in God on someone's life (B1).</p> <p>Present different views on why people believe in God or not,</p> | <p>Make connections between beliefs and behaviour in different religions(A1).</p> <p>Make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions(A1).</p> <p>Outline the challenges of being a Hindu, Christian or Muslim in Britain today(B2).</p> |

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|                  |  | 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)..  | own responses to ideas about God (C1).<br><br>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).   | of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2).   | including their own ideas (C1  | Consider similarities and differences between beliefs and behaviour in different faiths(B3)             |
| <b>Festivals</b> | Identify some ways Christians celebrate Christmas/Easter/ Harvest/Pentecost and some ways a festival is celebrated in another religion(A1).<br><br>Re-tell stories connected with Christmas/Easter/ Harvest/Pentecost and a festival in another religion and say why these are important to believers(A2).<br><br>Ask questions and suggest answers about stories to do with Christian festivals and a | Identify some ways Christians celebrate Christmas/Easter/ Harvest/Pentecost and some ways a festival is celebrated in another religion(A1).<br><br>Re-tell stories connected with Christmas/Easter/ Harvest/Pentecost and a festival in another religion and say why these are important to believers(A2).<br><br>Ask questions and suggest answers about stories to do with Christian festivals and a story | Make connections between stories, symbols and beliefs with what happens in at least two festivals (A2).<br><br>Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid) (B2).<br><br>Identify similarities and differences in the way festivals | Make connections between stories, symbols and beliefs with what happens in at least two festivals (A2).<br><br>Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid) (B2).<br><br>Identify similarities and differences in the way festivals are celebrated within and between religions (A3). | Offer my views and ideas on the value and importance of fasting, charity and celebrations in the life of a Muslim. | Explain the importance of festivals for Sikhs.<br><br>Compare the Hindu and Sikh celebration of Diwali. |

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|                   | <p>story from a festival in another religion(B1).</p> <p>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> | <p>from a festival in another religion(B1).</p> <p>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> <p>Suggest meanings for some symbols and actions used in religious celebrations, including Easter/Christmas, Ch anukahand/ or Eid-ul-Fitr(A3).</p> <p>Identify some similarities and differences between the celebrations studied(B3).</p> | <p>are celebrated within and between religions (A3).</p> <p>Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives (C1).</p> | <p>Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives (C1).</p> <p>Discuss and present their own responses aboutthe role of festivals in the life of Britain today, showing their understanding of the values and beliefs at the heart of each festival studied, using a variety of media (C2).</p> <p>Suggest how and why religious festivals are valuable to many people (B2).</p> |  |  |
| <b>Vocabulary</b> | <p>Baptismal candles, christening clothes, crosses, fish/ICHTHUS badges, What would Jesus do (WWJD) badges.</p> <p>Judaism: brit bat, zaved habat.</p> <p>Islam: Aqiqah.</p>   | <p>Zakat, alms giving, tzedakah (charity), 'Golden rule'</p> <p>Christianity: Christmas, Easter, Harvest, Pentecost, crucifixion, resurrection,</p>   | <p>Bible, cross/crucifix, palm cross, holy family, grace, Anglican, Baptist, Roman Catholic, Pentecostal, poverty.</p>  | <p>Murtis, family shrine, statues, puja tray, incense, the Bhagavad Gita, OM symbols, aarti ceremony, hymns, karma, prashad.</p>  | <p>'theist' (believes in God), agnostic (cannot say if God exists or not) and atheist (believes there is no god). God as Father, Spirit, Son, eternal, almighty, holy,</p> | <p>Architecture, charity, generosity, charitable, poverty, calligraphy, geometrical art vs representational art</p> <p>Ahimsa, karma, reincarnation,</p> |

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|  | <p>Christianity: Christmas, Easter, Harvest, Pentecost, crucifixion, resurrection, Judaism: Shabbat, Pesach, Chanukah, Sukkot. Islam: Eid-ul-Fitr, Ramadan.</p> <p>God, Jesus, Bible, Christians, parable, miracle, resurrection, Old Testament, New Testament.</p> <p>Sacred, holy, Christianity, worship, signs, symbols, artefacts.</p> <p>Church: altar, cross, crucifix, font, lectern, candles, stations of the cross, baptismal pool, pulpit.</p> <p>Synagogue: ark, Ner Tamid, Torah scroll, tzitzit (tassels), tefillin, tallit (prayer shawl) and kippah (skullcap), hanukkiah, bimah.</p> <p>Mosque/masjid: wudu; calligraphy, prayer mat,</p> | <p>Judaism: Shabbat, Pesach, Chanukah, Sukkot. Islam: Eid-ul-Fitr, Ramadan.</p> <p>1.2 Nasheeds, Muhammad, Qur'an, Ramadan, Eid-ul-Fitr</p> <p><b>1.3Mezuzah, Shabbat, Sukkoth, Chanukah, Pesach</b></p> <p>Muslims, Muhammad, Qur'an, Jewish people, Torah, Scroll, Synagogue, sacred, prophet, Noah, Christians.</p> | <p>Trust, faith. Names and attributes of God: God as the Trinity – Father, Son and Holy Spirit; the 99 Names of Allah; Hindu beliefs about the Trimurti – Brahma (creator), Vishnu (preserver), Shiva (destroyer).</p> <p>Christmas, Easter, Pentecost, Harvest, Diwali, Pesach, Posh Hashanah, Yom Kippur, Eid. Fasting, Ramadan, Eid-ul-Fitr, Lent.</p> | <p>Holy Week, Easter, Palm Sunday, Maundy Thursday, Good Friday, Holy Spirit, love, fairness, sacrifice, joy.</p> <p>Christmas, Easter, Pentecost, Harvest, Diwali, Pesach, Posh Hashanah, Yom Kippur, Eid. Fasting, Ramadan, Eid-ul-Fitr, Lent.</p> <p>Christianity, confirmation, baptism, first community, confession, sacred thread ceremony, bar/bat mitzvah/chayil, symbolism, community, belonging, belief.</p> | <p>shepherd, rock, fortress, light.</p> <p>Anglican and Baptist churches, mandir, Orthodox and Reform Synagogue. Deity. Definitions of synagogue = 'house of assembly' (a place to get together) and 'schul' = school (a place to learn).</p> <p>Agape love (self-sacrificial love), forgiveness, crucify, justice, 'Kingdom of God'.</p> <p>Five pillars of Islam: ibadah (worship and belief in action); Shahadah (belief in one God and his Prophet); salat (daily prayer); sawm (fasting), zakat (alms giving); hajj (pilgrimage).</p> | <p>Ummah, pilgrimage, zakat.</p> <p>Code for living', moral concepts, e.g. fairness, freedom, truth, peace.</p> <p>Guru (teacher), gurdwara, Guru Granth Sahib. 5K's: kesh (uncut hair), kirpan (sword), Kara (bangle), kachera (shorts), kanga (comb).</p> <p>Nam japna (Keeping God in mind at all times) Kirt Karna earning an honest living), Vand Chhakna (sharing one's earnings with others)</p> <p>Judgement, heaven, salvation (Christianity). Karma, soul, samsara, reincarnation, moksha (Hinduism). Afterlife. Liturgies, meditation.</p> |
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|  | prayer beads, minbar, mihrab, muezzin. |  | <p>Prayer: the Muslim First Surah of the Qu'ran, the Christian Lord's Prayer and the Hindu Gayatri Mantra.</p> <p>Feelings: calm, hopeful, inspired, challenged.</p> <p>Bible, Old and New Testaments, chapters and verses, incarnation, salvation, forgiveness.</p> |  | <p>Tawhid, hafiz, hafiza. Sunnah (practices, customs and traditions of the Prophet Muhammad), Hadith (sayings and actions of the Prophet Muhammad).</p> |  |
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