



RE Progression document

		Block	EYFS	KS1	Lower Key Stage 2	Upper Key Stage 2
Year A	Believing	1	<p>F1 Which stories are special and why?</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>1.1 Who is a Christian and what do they believe?</p> <ul style="list-style-type: none"> Talk about some simple ideas about Christian beliefs about God and Jesus. Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means. Talk about issues of good and bad, right and wrong arising from the stories. Ask some questions about believing in God and offer some ideas of their own. 	<p>L2.1 What do different people believe about God? Christians, Hindus and/or Muslims</p> <ul style="list-style-type: none"> Describe some of the ways in which Christians Hindus and/or Muslims describe God. Ask questions and suggest some of their own responses to ideas about God. Suggest why having a faith or belief in something can be hard. Identify how and say why it makes a difference in people's lives to believe in God. 	<p>U2.1 Why do some people think God exists? Christians and non-religious (e.g. Humanists).</p> <ul style="list-style-type: none"> Explain how Christians sometimes disagree about what God is like, giving examples of how they interpret texts differently. Enquire into what some atheists, agnostics and theists say about God, expressing their own ideas and arguments, using evidence and examples.
		2	<p>F2 Which people are special and why?</p>	<p>1.6 How and when do we celebrate special and sacred times? Focus on Christmas.</p>	<p>L2.2 Why is the Bible so important for Christians today?</p>	<p>U2.2 What would Jesus do? (Can we live by the values of</p>



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		<ul style="list-style-type: none"> 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. 	<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. Retell stories connected with Christmas/Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers. Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion. Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers. 	<ul style="list-style-type: none"> Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation. Give examples of how and suggest reasons why Christians use the Bible today. Describe some ways Christians say God is like, with examples from the Bible, using different forms of expression. Discuss their own and others' ideas about why humans do bad things and how people try to put things right. 	<p>Jesus in the twenty-first century?)</p> <ul style="list-style-type: none"> Explain the links between Jesus' death on the cross and Christian belief in love and forgiveness, giving reasons why Christians want to follow Jesus. Investigate and explain the challenges of following Jesus' teaching about love, forgiveness, justice and/or generosity, expressing their own ideas.
Expressing	3	<p>F3 Which places are special and why?</p> <ul style="list-style-type: none"> talk about somewhere that is special to themselves, saying why 	<p>1.5 What makes some places sacred?</p> <ul style="list-style-type: none"> Identify special objects and symbols found in a place where people worship and be 	<p>L2.4 Why do people pray? Christians, Hindus and/or Muslims.</p>	<p>U2.4 If God is everywhere, why go to a place of worship? Christians, Hindus and Jewish people.</p>



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		<ul style="list-style-type: none"> 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 	<p>able to say something about what they mean and how they are used.</p> <ul style="list-style-type: none"> Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe. Describe some of the ways in which people use music in worship, and talk about how different kinds of music makes them feel. Ask good questions during a school visit about what happens in a church, synagogue or mosque 	<ul style="list-style-type: none"> Describe the practice of prayer in the religions studied. Make connections between what people believe about prayer and what they do when they pray . Describe ways in which prayer can comfort and challenge believers. Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray. 	<ul style="list-style-type: none"> Outline how and why places of worship fulfil special functions in the lives of believers Comment thoughtfully on the value and purpose of places of worship in religious communities
4	F4 Which times are special and why?	<ul style="list-style-type: none"> give examples of special occasions and suggest features of a good celebration 		<p>L2.5 Why are festivals important to religious communities? Christians and Hindus.</p> <ul style="list-style-type: none"> Suggest why having a faith or belief in 	



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		<ul style="list-style-type: none"> 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. 		<p>something can be hard.</p> <ul style="list-style-type: none"> Identify how and say why it makes a difference in people's lives to believe in God. 	
Living	5	<p>F5 Where do we belong?</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 	<p>1.7 What does it mean to belong to a faith community?</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 	<p>L2.7 What does it mean to be a Christian in Britain today?</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. 	<p>U2.6 What does it mean to be a Muslim in Britain today?</p> <ul style="list-style-type: none"> Comment thoughtfully on the value and purpose of religious practices and rituals in a Muslim's daily life.



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		<ul style="list-style-type: none"> ● 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>F6 What is special about our world and why?</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, expressing ideas and feelings 	<p>why they matter to believers.</p> <ul style="list-style-type: none"> ● Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean. ● Identify two ways people show they belong to each other when they get married. ● Respond to examples of co-operation between different people 	<ul style="list-style-type: none"> ● Describe some ways in which Christian express their faith through hymns and modern worship songs. ● 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. ● 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. 	<ul style="list-style-type: none"> ● Answer the title key question from different perspectives, including their own.
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			<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. 			
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		Block	EYFS	KS1	Lower Key Stage 2	Upper Key Stage 2
Year B	Believing	1	F1 Which stories are special and why? <ul style="list-style-type: none"> • talk about some religious stories • recognise some religious words, e.g. about God 	1.2 Who is a Muslim and what do they believe? <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. 	L2.3 Why is Jesus inspiring to some people? <ul style="list-style-type: none"> • Make connections between some of Jesus' teachings and the way Christians live today 	U2.3 What do religions say to us when life get hard? Christians, Hindus and non-religious (eg Humanists) <ul style="list-style-type: none"> • Explain what difference belief in judgement/heaven/ka



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			<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● Retell a story about the life of the Prophet Muhammad. ● Recognise some objects used by Muslims and suggest why they are important. ● Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel. 	<ul style="list-style-type: none"> ● Describe how Christians celebrate Holy Week and Easter Sunday ● Identify the most important parts of Easter for Christians and say why they are important ● Give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter. 	<p>rma/reincarnation might make to how someone lives, giving examples.</p> <ul style="list-style-type: none"> ● Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding.
		2	<p>F2 Which people are special and why?</p> <ul style="list-style-type: none"> ● 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 	<p>1.4 What can we learn from sacred books?</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. ● Retell stories from the Christian Bible and stories from another faith; 		



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			<ul style="list-style-type: none"> 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. 	<p>suggest the meaning of these stories.</p> <ul style="list-style-type: none"> Ask and suggest answers to questions arising from stories Jesus told and from another religion. Talk about issues of good and bad, right and wrong arising from the stories 		
Expressing	3	<p>F3 Which places are special and why?</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 	<p>1.6 How and when do we celebrate special and sacred times? Focus on Easter.</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. 	<p>L2.5 Why are festivals important to religious communities? Muslims and Jewish people.</p> <ul style="list-style-type: none"> Make connections between stories, symbols and beliefs with what happens in at least two festivals. 	<p>U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity? Christians, Muslims and non-religious (e.g. Humanists)</p> <ul style="list-style-type: none"> Discuss and present their own responses about the role of festivals in the life of 	



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			<ul style="list-style-type: none"> ● talk about the things that are special and valued in a place of worship 	<ul style="list-style-type: none"> ● Retell stories connected with Christmas/ Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers. ● Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion ● Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers. 	<ul style="list-style-type: none"> ● Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid). ● Identify similarities and differences in the way festivals are celebrated within and between religions. ● Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives. 	<p>Britain today, showing their understanding of the values and beliefs at the heart of each festival studied, using a variety of media</p> <ul style="list-style-type: none"> ● Suggest how and why religious festivals are valuable to many people ● Outline how and why some Humanists criticise spending on religious buildings or art ● Examine the title question from different perspectives, including their own.
	4	<p>F4 Which times are special and why?</p> <ul style="list-style-type: none"> ● 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 			<p>L2.6 Why do some people think that life is like a journey and what significant experiences mark this? Christians, Hindus, Jewish people and non-religious responses (e.g Humanist)</p> <ul style="list-style-type: none"> ● Suggest why some people see life as a journey and identify some of the key 	



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			<ul style="list-style-type: none"> say why Christmas/Easter and a festival from another faith is a special time for Christians/ members of the other faith. 		<p>milestones on this journey</p> <ul style="list-style-type: none"> Describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief 	
Living	5	<p>F5 Where do we belong?</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 	<p>1.8 How should we care for others and the world, and why does it matter?</p> <ul style="list-style-type: none"> Re-tell Bible stories and stories from another faith about caring for others and the world. Identify ways that some people make a response to God by caring for others and the world. 	<p>L2.8 What does it mean to be a Hindu in Britain today?</p> <ul style="list-style-type: none"> 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 Describe some ways in which Hindus 	<p>U2.7 What matters most to Christians and Humanists?</p> <ul style="list-style-type: none"> Give examples of similarities and differences between Christian and Humanist values Apply ideas about what really matters in life for themselves, including ideas about fairness, freedom, 	



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			<p>Christian infant baptism and dedication</p> <ul style="list-style-type: none"> • 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>F6 What is special about our world and why?</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, expressing ideas and feelings • express ideas about how to look after animals and plants • talk about what people do to mess up the world and 	<ul style="list-style-type: none"> • Talk about issues of good and bad, right and wrong arising from the stories. • Talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more. • Use creative ways to express their own ideas about the creation story and what it says about what God is like 	<p>express their faith through puja, aarti and bhajans</p> <ul style="list-style-type: none"> • 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 • 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. 	<p>truth, peace, in the light of their learning</p>
					<p>L2.9 What can we learn from religions about deciding what is right and wrong? Christians, Jewish people and non-religious responses (e.g Humanist)</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 decision. • Make connections between stories of temptation and why 	<p>U2.8 What difference does it make to believe in ahimsa (harmlessness), grace and Ummah (community)? Christians, Hindus and Muslims?</p> <ul style="list-style-type: none"> • Explain similarities and differences between Hindu worship and worship in another religious tradition pupils have been taught. • Discuss and present ideas about what it means to be a Hindu



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			what they do to look after it.		people can find it difficult to be good. <ul style="list-style-type: none">• Give examples of ways in which some inspirational people have been guided by their religion.• Discuss their own and others' ideas about how people decide right and wrong	in Britain today, making links with their own experiences.
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