



# RE Progression

Themes **Expressing** / **Living** / **Believing**

	Autumn	Spring	Summer
Reception	<p><b>Strand: Expressing</b> <b>Theme; Which places are special and why?</b></p> <p><b>Key Question;</b> What makes some places sacred? Why do people pray? If God is everywhere, why go to a place of worship?</p> <p><b>Expected Outcomes:</b> 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>	<p><b>Strand: Expressing</b> <b>Theme; Which times are special and why?</b></p> <p><b>Key Question:</b> How and why do we celebrate special and sacred times? Why are festivals important to religious communities?</p> <p><b>Expected Outcomes:</b> 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 are special times for believers.</p>	<p><b>Strand: Living</b> <b>Theme; What is special about our world?</b></p> <p><b>Key Question:</b> How should we care for others and the world, and why does it matter? What difference does it make to believe in ahimsa (harmlessness), grace, and/or Ummah (community)? What difference does it make to believe in...?</p> <p><b>Expected Outcomes;</b> 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 what they do to look after it</p>
Year 1	<p><b>Strand: Living</b> <b>Theme; What does it mean to belong to a faith community?</b></p>	<p><b>Strand: Expressing</b> <b>Theme; How and why do we celebrate special and sacred times?</b></p>	<p><b>Strand: Expressing</b> <b>Theme; What makes some places sacred?</b></p>

	<p><b>Key Question;</b> Do we all belong to something? How do Christians show they belong? How do some people show they belong to one another? How do Jewish people show they belong together as a community? The Christmas story.</p> <p><b>Expected Outcomes:</b> 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 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</p>	<p><b>Key Question:</b> What do you celebrate and why? What stories do your family tell? Why do Jewish people tell the story of Passover each year? What happened at Easter and how does it make people feel? How do Christians celebrate Easter?</p> <p><b>Expected Outcomes;</b> Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion Re-tell 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</p>	<p><b>Key Question:</b> Where do I feel safe? Where is a sacred place for believers to go? Which place of worship is sacred for Christians? Jewish people? Muslims? How are places of worship similar and different? Why are places of worship important to our community?</p> <p><b>Expected Outcomes;</b> 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 Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe Ask good questions during a school visit about what happens in a church, synagogue or mosque</p>
Year 2	<p><b>Strand: Believing Theme; Who is Jewish and what do they believe?</b></p> <p><b>Key Question;</b> What is precious to us? What is precious to Jewish people? What does a mezuzah remind Jewish people about? How and why do Jewish people</p>	<p><b>Strand: Expressing Theme; How and why do we celebrate special and sacred times?</b></p> <p><b>Key Question;</b> What do Muslims celebrate at Id-ul-Fitr? What matters most at Easter?</p> <p><b>Expected Outcomes:</b> Identify some ways Christians celebrate</p>	<p><b>Strand: Living Theme; How should we care for others and the world, and why does it matter?</b></p> <p><b>Key Question;</b> Should we care for everyone? What do Christians believe about caring for people? What do some religions say about caring for other people?</p>

	<p>celebrate Shabbat? What does the story of Chanukah make us think about? How do Jewish people think about miracles at Chanukah?</p> <p><b>Expected Outcomes:</b> Talk about how the mezuzah in the home reminds Jewish people about God 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 Re-tell a story that shows what Jewish people at the festival of Chanukah might think about God, suggesting what it means</p>	<p>Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion Re-tell 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</p>	<p>How have some people shown they cared? What stories do Christians and Jewish people tell about the beginning of the world and how to treat the world?</p> <p><b>Expected Outcomes:</b> 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 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>
Year 3	<p><b>Strand: Believing</b> <b>Theme: Why is Jesus inspiring to some people?</b></p> <p><b>Key Question:</b> What does the word inspiring mean? Who is inspiring? What do we know about Jesus' life story? Is he inspiring to others? Was Jesus inspiring because of his actions? What kind of image of Jesus for the 21st Century would pupils like to create? Might it be inspiring to others?</p> <p><b>Expected Outcomes:</b> Make connections between some of</p>	<p><b>Strand: Expressing</b> <b>Theme: Why do people pray?</b></p> <p><b>Key Question:</b> What is prayer? Is prayer helpful? How could we answer this question? How and why do Christians like to pray? What happens in Islamic prayer? What does this show us about Muslim beliefs and ways of life?</p> <p><b>Expected Outcomes:</b> Describe the practice of prayer in the religions studied Make connections between what people believe about prayer and what they do when they pray</p>	<p><b>Strand: Living</b> <b>Theme: What does it mean to be Hindu in Britain today?</b></p> <p><b>Key Question:</b> How do Hindus show their faith? Faith in what? A Hindu Life- what is important? Why is Mahatma Gandhi a Hindu Hero? What is it like to be a Hindu in Britain today?</p> <p><b>Expected Outcomes:</b> 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</p>

	<p>Jesus' teachings and the way Christians live today</p> <p>Describe how Christians celebrate Holy Week and Easter Sunday Identify the most important parts of Easter for Christians and say why they are important</p> <p>Give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter</p>	<p>Describe ways in which prayer can comfort and challenge believers</p> <p>Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray</p>	<p>Describe some ways in which Hindus express their faith through puja, aarti and bhajans</p> <p>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</p> <p>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>
Year 4	<p><b>Strand: Believing</b> <b>Theme: What do different people believe about God?</b></p> <p><b>Key Question:</b> 'Seeing is Believing' – is it? What do I think about believing in God? What do Christians believe about God? What do the stories of Moses and the Burning Bush and of Saint Paul's conversion tell us about God in Christianity? What do Muslims believe about Allah? How do Hindu people show what they believe about gods and goddesses?</p> <p><b>Expected Outcomes:</b> 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</p>	<p><b>Strand: Expressing</b> <b>Theme: Why are festivals important to religious communities?</b></p> <p><b>Key Question:</b> What is worth celebrating? Why is Divali significant to Hindus? Why do Muslims celebrate at the end of Ramadan? What do Christians celebrate at Easter? What was the meaning of Jesus' Last meal with his friends?</p> <p><b>Expected Outcomes;</b> Make connections between stories, symbols and beliefs with what happens in at least two festivals 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>	<p><b>Strand: Expressing</b> <b>Theme: Why do some people think life is a journey?</b></p> <p><b>Key Question:</b> What does a journey mean to us? What is the significance of Baptism to Christians? How do Jewish people mark becoming an adult? What ceremonies do Hindus mark in the journey of life? Are all journeys similar?</p> <p><b>Expected Outcomes;</b> Suggest why some people see life as a journey and identify some of the key milestones on this journey 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</p>

	<p>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>		<p>and/or Jewish people Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief</p>
Year 5	<p><b>Strand: Believing</b> <b>Theme: What would Jesus do?</b></p> <p><b>Key Question:</b> Can you work out what mattered to Jesus from the 10 things he said? What is the importance of the value of love? What do Jesus' parables about forgiveness teach Christians? What does the teaching of Jesus have to say about some problems people face today?</p> <p><b>Expected Outcomes:</b> Outline Jesus' teaching on how his followers should live Offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live Explain the impact Jesus' example and teachings might have on Christians today Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today</p>	<p><b>Strand: Expressing</b> <b>Theme: God is Everywhere, why go to a place of worship?</b></p> <p><b>Key Question:</b> What is a Hindu place of worship and what is it for? What is a Jewish place of worship? What is a Christian Place of worship? Are people more important than the place? What does a place of worship mean to believers?</p> <p><b>Expected Outcomes:</b> Make connections between how believers feel about places of worship in different traditions Select and describe the most important functions of a place of worship for the community Give examples of how places of worship support believers in difficult times, explaining why this matters to believers Present ideas about the importance of people in a place of worship, rather than the place itself</p>	<p><b>Strand: Living</b> <b>Theme: What does it mean to be a Muslim in Britain today?</b></p> <p><b>Key Question:</b> What helps you/ Muslims through the journey of life? What is the key belief and why does it matter in their life? Why does prayer matter to Muslims? Why do Muslims fast?</p> <p><b>Expected Outcomes:</b> Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad Describe and reflect on the significance of the Holy Qur'an to Muslims Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils Make connections between the key functions of the mosque and the beliefs of Muslims</p>

<p>Year 6</p>	<p><b>Strand: Believing</b>  <b>Theme: What do religions say to us when life gets hard?</b></p> <p><b>Key Questions:</b>  Do some people believe that you come back to life as a different thing?  Do you get to heaven if you do things wrong?  What do Christians believe happen when we die?  What do people who don't believe in God think happens when we die?</p> <p><b>Expected Outcomes:</b>  Express ideas about how and why religion can help believers when times are hard, giving examples  Outline Christian, Hindu and/or nonreligious beliefs about life after death  Explain some similarities and differences between beliefs about life after death  Explain some reasons why Christians and Humanists have different ideas about an afterlife</p>	<p><b>Strand: Expressing</b>  <b>Theme: Is it better to express your religion in arts and architecture, or in charity and generosity?</b></p> <p><b>Key Questions:</b>  How do Mosque buildings express Islamic beliefs and values?  Muslim art- what is inspiring?  How do Christians use art in worship?  How and why do Muslim and Christian charities try to change the world?  What matters more to Christians and Muslims? What matters more to you?</p> <p><b>Expected Outcomes:</b>  Describe and make connections between examples of religious creativity (buildings and art)  Show understanding of the value of sacred buildings and art  Suggest reasons why some believers see generosity and charity as more important than buildings and art  Apply ideas about values and from scriptures to the title question</p>	<p><b>Strand: Living</b>  <b>Theme: What matters most to Christians and Humanists?</b></p> <p><b>Key Question:</b>  Do rules matter? Why?  Who is a humanist?  What codes for living do Christians try and follow?  Peace- is it more valuable than money?  Can we create a code for living that would help the world?</p> <p><b>Expected Outcomes:</b>  Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples  Describe some Christian and Humanist values simply  Express their own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others they have studied  Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view</p>
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