Wool CE Primary School

Religious Education (RE) Progression

Overview:
All children in our school are taught a weekly RE lesson. Learning sequences begin with big questions and children are encouraged to think deeply about their opinions, knowledge and understanding whilst exploring faith. Our curriculum is based on a spiral model where key concepts are revisited as children progress through the school, but each time there is further challenge as it is explored through a slightly different lens.

Aims for the Dorset RE Syllabus to help children:

- Develop an awareness of spiritual and moral issues in life experiences:
- Develop a knowledge and understanding of Christianity and other major world religions found in Britain:
- Develop an understanding of what it means to be committed to a religious tradition;
- Reflect on their own experiences and to develop a personal response to the fundamental questions of life:
- Develop an understanding of religious traditions and to appreciate the cultural differences in Britain today:
- Develop investigative skills and research skills and to enable them to make a reasoned judgment about religious issues:
- Have respect for other peoples' views and to celebrate the diversity in society:
- Explore and express their own thoughts and feelings and to reflect on and learn from their experiences

Our RE Curriculum follows the Dorset RE Syllabus expectation that pupils learn:

- At least two Abrahamic traditions, one of which must be Christianity (Christianity, Islam, Judaism)
- Two Dharmic traditions (Buddhism, Sanatana Dharma
- one non-religious worldview (Humanism)

Our two year rolling programme ensures every year all pupils will have 50% of RE teaching time directed on Christianity

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Christianity: Knowledge and Skills						
Concept: Creation and the Fall						
EYFS **Robins / Puffins**	**Y1/2** **(Year A)**	**Y1/2** **(Year B)**	**Y3/4** **(Year A)**	**Y3/4** **(Year B)**	**Y5/6** **(Year A)**	**Y5/6** **(Year B)**
Big Question: Whys is the word 'God' so important to Christians? EMMANUEL PROJECT **To remember something that happens in the Bible story of Creation** To recognise that Christians use God's name with care because God is their Creator **To recognise that the word 'God' is an important name for Christians** To talk about who is important or special to me, my VIP Big Question: How can we care for our wonderful world? EMMANUEL PROJECT To remember the different things created by God in the Bible story of Creation **To recognise something a Christian does because they believe God says to care for the world** To recognise why a song / prayer about God's world is important to Christians To talk about when I have looked after or cared for someone or something myself To talk about what I think is special or wonderful in the natural world Learns that they have similarities and differences that connect them to, and distinguish them from others Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions.		Big Question: Who Made the World UNDERSTANDING CHRISTIANITY **To know that Christians believe that God created the universe.** **To describe what the Creation story in the Bible tells Christians about God, Creation and the world.** **To describe one example of what Christians do to say thank you for God for Creation** To retell the story of creation from Genesis 1:1–2.3, simply. **To recognise that 'creation' is the beginning of the 'big story' of the Bible.**			Big Question: Creation and science: conflicting or complimentary? UNDERSTANDING CHRISTIANITY **To understand the importance of Creation on the timeline of the 'big story' of the Bible.** To identify the key areas arising from the study of Genesis 1. **To know that Christians believe there are clear connections between Genesis 1 and God as Creator.** To explore the debate around the relationship between the accounts of creation in Genesis and contemporary scientific accounts	
Key Vocabulary	Christian, God, creator, universe, church	Creation, fall, sin, creator, harvest, responsibility			Controversial, creation, Genesis	
SMSC	Spiritual moral	Spiritual Moral Social			Spiritual Moral	

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British Values	Democracy Mutual Respect Tolerance of different faiths and beliefs		Democracy Rule of Law Individual Liberty Mutual Respect Tolerance of different faiths and beliefs			Individual Liberty Mutual Respect Tolerance of different faiths and beliefs	
Potential visits and Resources	http://flamecreativekids.blogspot.co.uk/2012/09/harvest-messy-church-creation-story.html Experience Harvest at Holy Rood Church		Godly Play Creation box Experience Harvest at Holy Rood Church			Experience Harvest at Holy Rood Church https://cofesuffolk.padlet.org/gemmakingston1/bmablqlcyiqus8y	

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Christianity: Knowledge and Skills

Concept: Incarnation

EYFS	Y1/2 (Year A)	Y1/2 (Year B)	Y3/4 (Year A)	Y3/4 (Year B)	Y5/6 (Year A)	Y5/6 (Year B)
Big Question: Why do Christians perform nativity plays? EMMANUEL PROJECT	Big Question: Why does Christmas matter to Christmas? UNDERSTANDING CHRISTIANITY		Big Question: What is the trinity? UNDERSTANDING CHRISTIANITY		Big Question: Was Jesus the Messiah? UNDERSTANDING CHRISTIANITY	Big Question: How do Christians show their belief that God is incarnate? EMMANUEL PROJECT
To retell part of the nativity story e.g. when dressed as a character or using figures from a crib set **To recognise something a family is doing at Christmas because they are Christians** To recognise an image of Jesus e.g. in a nativity set, stained glass window, icon To talk about things that happen to me e.g. places I go at the weekend To talk about a person who is important or special to me	**To recognise that Incarnation is part of the 'Big Story' of the Bible.** **To know the key parts of the story of the birth of Jesus.** To know why Jesus' birth is important for Christians. **To recognise the link between Jesus' birth and Incarnation.** **-That Jesus is 'God on Earth'.** To understand that the Gospels tell us stories of Jesus' life. To describe how Christians use their belief to guide their actions at Christmas.		To identify the difference between a 'Gospel', which tells the story of the life and teaching of Jesus, and a letter. Describe how Christians show their beliefs about God the Trinity in worship (e.g. in baptism and prayer) and in the way they live **To know that Christians believe God is Trinity: Father, Son and Holy Spirit** **To understand that Christians believe that The Father creates; that he sends the Son who saves his people; that the Son sends the Holy Spirit to his followers.** To understand that although Christians worship God as Trinity. It is a huge idea to grasp and Christians have created art to help express this belief **To know that Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling people to follow Jesus** **To understand that Christians show their beliefs about God the Trinity in different ways** *(e.g. worship, baptism and prayer, and in the way they live).*		**To understand the place of Incarnation and Messiah within the 'big story' of the Bible.** **To know that Christians put their beliefs about Jesus' Incarnation into practice in different ways when celebrating Christmas.** **To know that Jesus was Jewish.** **To know that Christians believe Jesus is God in the flesh**. To understand that Christians believe that Jesus' birth, life, death and resurrection were part of a longer plan by God to restore the relationship between humans and God. **To know that the Old Testament talks about a 'rescuer' or 'anointed one': a messiah.**	**To understand incarnation as the Christian belief that God came into the world in human flesh as Jesus.** To consider what qualities God on earth would display. To consider what artistic portrayals of Jesus tell us about the artists' belief. To reflect on how Jesus described himself as recorded in the Bible. **To describe how Christians show Jesus' incarnation in churches and through worship.** **To understand how the incarnate love of Jesus is shown through Christingles.**
Big Question: What makes every single person unique and precious? EMMANUEL PROJECT						
To remember something that happens in the story of Jesus welcoming the children **To recognise something a Christian might do to follow Jesus' Golden Rule** To recognise why a 'thank you' song to God is important to a Christian To talk about something that happens to me now that didn't happen when I was little To talk about something interesting in the story of Jesus getting lost **To talk about what I think is special (or unique) about me**						

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Learns that they have similarities and differences that connect them to, and distinguish them from others Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions.							
Key Vocabulary	Earth, God, human, Jesus, special, Christians	Advent, incarnation, Father, Son, thanks, gratitude	King, Trinity, Holy Spirit	Trinity, Holy Spirit, God, Jesus, baptism, prayer	Representation, symbol, baptism, gospel, letter	Messiah, prophesy, saviour, flesh, anointed	Incarnation, flesh, church, Christingle
SMSC	Spiritual moral	Spiritual moral	Spiritual Moral	Spiritual Social	Spiritual Social Moral	Spiritual Moral	Spiritual Social moral
British Values	Democracy Rule of Law Mutual Respect Tolerance of different faiths and beliefs	Individual Liberty Mutual Respect Tolerance of different faiths and beliefs	Individual Liberty Tolerance of different faiths and beliefs	Democracy Rule of Law Mutual Respect Tolerance of different faiths and beliefs	Democracy Rule of Law Mutual Respect	Democracy Mutual Respect Tolerance of different faiths and beliefs	Mutual Respect Tolerance of different faiths and beliefs
Potential visits and Resources	Experience Christmas at Holy Rood Church Godly Play Christmas box	Experience Christmas at Holy Rood Church Godly Play Christmas box	Experience Christmas at Holy Rood Church Godly Play Christmas box	Experience Christmas at Holy Rood Church	Experience Christmas at Holy Rood Church	https://www.bbc.co.uk/bitesize/articles/zcqwmbk God's Son: Jesus	Experience Christmas at Holy Rood Church Virtual tour of St Paul's Cathedral Virtual tour of Salisbury Cathedral

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Christianity: Knowledge and Skills							
Concept: God							
EYFS		**Y1/2 (Year A)**	**Y1/2 (Year B)**	**Y3/4 (Year B)**	**Y3/4 (Year A)**	**Y5/6 (Year A)**	**Y5/6 (Year B)**
		Big Question: What do Christians believe God is like? UNDERSTANDING CHRISTIANITY					
		To know that Christians worship God and try to live in ways that please him. **To know what a parable is.** **To understand that the story of the Lost Son from the Bible links with the concept of God as a forgiving Father.** To know ways that Christians show their belief in God as loving and forgiving *e.g. by saying sorry to God, by forgiving others*					
Key Vocabulary		Bible, parable, God, Lord, forgiveness, sorry					
SMSC		Moral Spiritual Social					
British Values		Democracy Mutual Respect					
Potential visits and Resources		https://thebrickbible.com/legacy/ https://www.thebrickbibleforkids.com/					

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Christianity: Knowledge and Skills

Concept: Salvation

EYFS	Y1/2 (Year A)	Y1/2 (Year B)	Y3/4 (Year A)	Y3/4 (Year B)	Y5/6 (Year A)	Y5/6 (Year B)
Big Question: How can we help others when they need it? EMMANUEL PROJECT	Big Question: Why does Easter matter to Christians? UNDERSTANDING CHRISTIANITY	Big Question: What are the best symbols of Jesus' resurrection at Easter? EMMANUEL PROJECT	Big Question: Why do Christians call the day Jesus died 'Good Friday'? UNDERSTANDING CHRISTIANITY		Big Question: What difference does the resurrection make to Christians? UNDERSTANDING CHRISTIANITY (Yr 6)	Big Question: What did Jesus do to save human beings? UNDERSTANDING CHRISTIANITY (Yr 5)
To remember how the traveller in the Good Samaritan story was saved or rescued To recognise some images of a Christian praying and identify this as part of their religion To recognise the Christian parable of the Good Samaritan e.g. in a painting, poem, drama, stained glass To talk about things that happened when I needed help, or how I helped someone To talk about someone who is special because they help me when I need help	**To know that Christians believe Jesus rose again, giving people hope of a new life.** **To know that Salvation are part of a 'big story' of the Bible.** **Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people).** To know that Jesus gives instructions about how to behave. To describe how Christians show their beliefs about Jesus' death and resurrection, in church worship at Easter.	**To recognise that symbols are used to help us remember things or to represent something** To know that light is used as a symbol in the Bible **To describe some of the symbols from the stories of Jesus' death and resurrection** To know that symbols of Jesus' death and resurrection are used in Church Practice	**To order Creation, Fall, Incarnation, Gospel and Salvation within a timeline of the Bible's 'big story'** **To make simple links between Gospel texts and how Christians mark the Easter events in their church communities** To describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship **To know that Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection.** To know that the various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to earth to do.		**To outline the timeline of the 'big story' of the Bible, explaining the place within it of the ideas of Incarnation and Salvation.** **To explore the Gospel accounts of Jesus' death and resurrection.** To explain connections between Luke 24 and the Christian concepts of sacrifice, resurrection, salvation, incarnation and hope. **To know that Christians remember Jesus' sacrifice through the service of Holy Communion.**	**To order the timeline of the 'big story' of the Bible, explaining how incarnation and salvation fit within it.** **To explain what Christians mean when they say that Jesus' death was a sacrifice.** To know Christians believe that Jesus calls them to sacrifice their own needs to the needs of others, and some are prepared to die for others and for their faith. To explain connections between Isaiah 53, John 19 and the key concepts of Messiah, Sacrifice and Salvation.
Big Question: Why do Christians put a cross in an Easter garden? EMMANUEL PROJECT						
To remember something that happens in the Christian story of Easter **To recognise something a Christian is doing because of their religion e.g. making the sign of the cross** To recognise things which are important to Christians e.g. pictures of Jesus, different crosses To talk about things that happen to me e.g. going somewhere special with my family To talk about what is important or special to me e.g. a favourite story, food or a souvenir						

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	Learns that they have similarities and differences that connect them to, and distinguish them from others Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions.						
Key Vocabulary	Palm cross, symbol, crucifixion, Easter, tomb	Resurrection, salvation, holy week, worship	Symbol, crucifixion, resurrection	Palm Sunday, Good Friday, Easter Sunday, crucifixion, resurrection		Gospel, Lord's supper, Holy communion, sacrifice, resurrection, crucifixion	Eternity, eternal, sacrifice, hope
SMSC	Cultural Spiritual Social	Cultural Spiritual	Cultural Spiritual Social	Moral Spiritual Social Cultural		Spiritual Social Cultural	Moral Spiritual Social Cultural
British Values	Mutual Respect Tolerance of different faiths and beliefs	Mutual Respect Tolerance of different faiths and beliefs	Mutual Respect Tolerance of different faiths and beliefs	Mutual Respect Tolerance of different faiths and beliefs		Mutual Respect Tolerance of different faiths and beliefs	Mutual Respect Tolerance of different faiths and beliefs
Potential visits and Resources	www.bibleistrue.com/qna/tomb1.jpg Watch these programmes from CBeebies: www.bbc.co.uk/cbeebies/lets-celebrate/ watch/lets-celebrate-easter1 www.bbc.co.uk/cbeebies/lets-celebrate/ watch/lets-celebrate-easter2	Godly Play Easter Story box	Godly Play Easter Story box	https://www.bbc.co.uk/bitesize/topics/ztkxpv4/articles/z4t6rj6		https://www.youtube.com/watch?v=djNJKdlRXm4 (Resurrection animation)	

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Christianity: Knowledge and Skills						
Concept: People of God						
EYFS	**Y1/2 (Year A)**	**Y1/2 (Year B)**	**Y3/4 (Year A)**	**Y3/4 (Year B)**	**Y5/6 (Year A)**	**Y5/6 (Year B)**
				Big Question: What is it like to follow God? UNDERSTANDING CHRISTIANITY		
				To know that the Old Testament tells the story of a particular group of people (the children of Israel known as the People of God) **and their relationship with God.** **To know that the People of God try to live in the way God wants, following his commands and worshipping him.** To know that the People of God believe that God promises to stay with them. -That Bible stories show how God keeps his promises. To make links between the story of Noah and the idea of covenant. To explain similarities between promises in the story of Noah and promises that Christians make at a wedding ceremony. To make links between the story of Noah and how we live in school and the wider world.		**To be able to describe what the word 'pilgrim' means.** To find out about where some Christian pilgrims journey to today and why. To describe why Israel is know as the Holy Land by Christians To explain what a Christian may do on a pilgrimage to the Holy Land **To show how two Christians have compared life as a journey or pilgrimage**
Key Vocabulary				Old Testament, Israel, relationship, promise, covenant		Pilgrim, pilgrimage, Holy Land, miracle, penance
SMSC				Moral Social cultural		Moral Spiritual
British Values				Democracy Rule of Law Individual Liberty		Individual Liberty
Potential visits and Resources						John Bunyan 'Pilgrim's Progress'

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Christianity: Knowledge and Skills							
Concept: Jesus, Gospel and Kingdom of God							
EYFS		**Y1/2 (Year A)**	**Y1/2 (Year B)**	**Y3/4 (Year A)**	**Y3/4 (Year B)**	**Y5/6 (Year A)**	**Y5/6 (Year B)**
		Big Question: Why do Christians trust Jesus and follow Him? EMMANUEL PROJECT: JESUS		Big Question: What kind of world did Jesus want? UNDERSTANDING CHRISTIANITY: GOSPEL	Big Question: When Jesus left, what was the impact of Pentecost? UNDERSTANDING CHRISTIANITY: KINGDOM OF GOD		
		To know that gospel means 'good news' To be able to describe why Christians believe Jesus was seen as a leader through stories in the gospels **To recall a Bible story from the gospel where people trusted Jesus as a leader** **To describe what 'following Jesus' means**		**To understand the links between the calling of the first disciples and how Christians today try to follow Jesus.** To understand what Jesus' actions (towards the leper) might mean for a Christian. To make links between Bible texts and the concept of Gospel as 'good news' To give examples of how Christians try to show love to all, including how members of the clergy follow Jesus' teaching To describe how Christians believe Bible stories are still relevant and teach about the importance of love, and life in the world today. **To know that Christians try to be like Jesus.**	To know that Christians believe that Jesus' whole life was a demonstration of his belief that God is King, not just in heaven but here and now. **To make links between the day of Pentecost and Christian belief about the Kingdom of God on earth.** To offer suggestions about what the description of Pentecost in Acts 2 might mean. To describe ways Christians make Jesus' invisible Kingdom visible by living lives that reflect the love of God **To retell the events of Pentecost.**		
				Big Question: Why are good stewardship and generous giving important for every Christian? EMMANUEL PROJECT: KINGDOM OF GOD			
				To describe what stewardship is. **To describe some things that Christians believe they should do as stewards of God's world** To explain the meaning of the Jesus' parable of the Talents **To explain what Christians mean by 'generous giving'** To consider the impact if every person tried to be a good steward			
Key Vocabulary		Trust, faith, leader, teacher, disciple, gospel		Good news, leprosy, parable, Gospel, disciple Stewardship, parable, generosity	Pentecost, Holy Spirit		
SMSC		Spiritual social		Spiritual Moral	Spiritual moral		
British Values		Democracy Rule of Law Individual Liberty Mutual Respect Tolerance of different faiths and beliefs		Democracy Individual Liberty Tolerance of different faiths and beliefs Mutual respect	Democracy Individual Liberty Mutual Respect Tolerance of different faiths and beliefs		

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Potential visits and Resources		https://thebricktestament.com/legacy.html		Animated Bible stories (YouTube) Prince of Egypt film extracts			

Judaism: Knowledge and Skills

EYFS	Y1/2 (Year A)	Y1/2 (Year B)	Y3/4 (Year A)	Y3/4 (Year B)	Y5/6 (Year A)	Y5/6 (Year B)
Big Question: How can we care for our world? EMMANUEL PROJECT	Big Question: Why do Jewish families say so many prayers and blessings? EMMANUEL PROJECT	Big Question: Why do Jewish families talk about repentance at new year? (Teshuvah) EMMANUEL PROJECT		Big Question: What symbols and stories help Jewish people remember their covenant with God? EMMANUEL PROJECT		
To explain a way that Jewish people care for our wonderful world.	To know that 'tefillah' means' prayer' To describe why Jewish families build a Sukkah To describe what happens at the festival of Sukkot **To understand why Shabbat is important for Jewish families** **To know that Jewish children are taught short prayers called 'blessings' to express thanks**	**To know that Teshuvah refers to the idea of repentance** To know how Teshuvah is put into practice in everyday life To know that the Jewish New Year marks the start of Ten days of 'Return' To describe some of the beliefs celebrated as part of the festival of Rosh Hashanah **To describe how forgiveness is part of the Jewish story of Jonah**		To know that the rainbow is seen as a symbol of God's promise to Jews. To explain how a Mezuzah reminds Jews of God's promise **To retell the key parts of the story of Abraham** To explain what Matzos and salty water represent for Jews **To explain how Passover is a reminder of the covenant in Jewish community practice** **To describe how Jews strive to keep the covenant with God through their everyday life**		
		Big Question: Why is learning to do good deeds so important to Jewish people? (Mitzvot/Tzedakah) EMMANUEL PROJECT		Big Question: What is holiness for Jewish People? A place, a time, an object or something else? EMMANUEL PROJECT		
		To know that Mitzvah means 'commandment' and 'good deed' To understand how Mitzvot make Jewish people feel they belong to God To know that Jews give a tzedakah every Shabbat to help other people To know that 613 Mitzvot were given by God in the Jewish Torah, including the Ten Commandments **To recall mitzvot in a Bible story** To know Tikkun Olam are when acts of kindness are performed to improve society		To know that Jews believe the Torah scroll is holy and describe how they show this. **To know what the symbol of the Burning Bush means to Jews** To explain the theme of holiness in the Story of Moses **To describe how the time of Shabbat is made holy by Jewish people** **To describe what holiness would look like in a person**		
		Big Question: Why is the Torah such a joy for the Jewish community? (Torah/Rabbi) EMMANUEL PROJECT				

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			To know that Torah refers to the five books of Moses which contain laws To consider the impact of Simchat Torah **To describe why the Torah is important to the Jewish community** **To know that Jews see Moses as the leader and teacher from the Torah** **To describe how the Torah is shown respect in the synagogue** To describe how a Mezuzah is used by Jewish people				
Key Vocabu	Tu B'shevat, Jew	Sukkot, Shabbat, Judaism, Sabbath, tefillah, blessings, prayer, thankfulness	Teshuvah, repentance, Rosh Hashanah Torah, Simchat Torah, Moses, Mezuzah Mitzvot, Mitzvah, Tzedakah, Shabbat, Tikkun Olam		Covenant, Passover, Shavuot, holy, Torah, Shabbat, Moses,		
SMSC	Spiritual cultural	Social cultural	Social cultural		Spiritual Moral Cultural		
British Values	Rule of Law Tolerance of different faiths and beliefs	Rule of Law Mutual Respect Tolerance of different faiths and beliefs	Rule of Law Mutual Respect Tolerance of different faiths and beliefs		Rule of Law Individual liberty Mutual Respect Tolerance of different faiths and beliefs		
Potential visits and Resources	www.myjewishlearning.com/.	https://youtu.be/m3OU-a86uTE - video about Shabbat lesson	https://cofesuffolk.padlet.org/gemmakingston1/m20zr3w16n66y8mj		www.bbc.co.uk/education/clips/zdb9jxs : Judaism at Home www.bbc.co.uk/education/clips/zwkq6sg : Meet a Jewish Family www.bbc.co.uk/education/clips/z9s4dmn : Meet a young Jewish boy Bible stories: Old Testament - Covenant of Abraham (Genesis 17), Birth of Isaac (Genesis 21), Promise to God (Exodus 20) www.bbc.co.uk/education/clips/ztgjmnb : The Torah www.bbc.co.uk/education/clips/z834wmn : The synagogue www.bbc.co.uk/education/clips/zqkq6sg : The Shema Bitesize KS2 Judaism clips: http://www.bbc.co.uk/education/topics/znwhfg8/resources/1 Akhlah: The Jewish Children's Learning Network - http://www.akhlah.com/ The Torah Tots website - http://www.torahtots.com/		

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Sanatana Dharma/Hinduism: Knowledge and Skills						
EYFS	**Y1/2 (Year A)**	**Y1/2 (Year B)**	**Y3/4 (Year A)**	**Y3/4 (Year B)**	**Y5/6 (Year A)**	**Y5/6 (Year B)**
				Big Question: Why does a Hindu want to collect good karma? EMMANUEL PROJECT	Big Question: How do questions about Brahman and Atman influence the way a Hindu lives? EMMANUEL PROJECT	
				To know that karma implies both an action and its consequence. To explain the meaning of karma through a Hindu game. **To describe the link between Hindu belief in karma and life after death.** **To retell a story from Panchatantra and describe what it teaches people.** To share examples of how Hindus conduct acts of kindness.	To consider a moral dilemma from the point of view of the Hindu belief. **To understand that Hindus believe in many ideas about God that are not all the same.** To use Hindu texts to explore what they teach about God. **To describe a Hindu deity.** **To know that atman refers to a human's real self which goes beyond the physical body.** To describe how Hindus show belief in Brahman and Atman through their actions every day.	
				Big Question: How does the story of Rama and Sita inspire Hindus to follow their dharma? EMMANUEL PROJECT To retell the story of Rama and Sita **To explain the dharma of either Rama or Sita** To describe how Hindus recognise duty during Raksha Bandhan **To describe what Hindus believe by the term 'dharma'** **To give examples of the ways the Hindu community celebrate the example of Rama and Sita** To describe how Rama and Sita are remembered at Hindu weddings		
Key Vocabulary				Upanayana, karma, Ghandi, Panchatantra, samsara Dharma, Rama, Sita, Lakshaman, Hanuman	Brahman, Atman	
SMSC				Spiritual Moral cultural	Spiritual Moral cultural	

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British Values					Mutual Respect Tolerance of different faiths and beliefs	Individual liberty Mutual Respect Tolerance of different faiths and beliefs	
Potential visits and Resources					http://www.bbc.co.uk/education/clips/zyhb4j6 marriage in Hinduism http://www.bbc.co.uk/cbeebies/stories/lets-celebrate-diwaliperformance	http://www.bbc.co.uk/education/clips/z6q6sbk (from Pathways of Belief: Hinduism - Expressing faith through dance and the different Hindu gods / 3.20)	

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Islam: Knowledge and Skills							
EYFS	**Y1/2 (Year A)**	**Y1/2 (Year B)**	**Y3/4 (Year A)**	**Y3/4 (Year B)**	**Y5/6 (Year A)**	**Y5/6 (Year B)**	
Big Question: Why is the word 'God' important? EMMANUEL PROJECT **To explain what Muslims call 'God'** Big Question: Why do Christians perform nativity plays? EMMANUEL PROJECT **To retell a Muslim story**	Big Question: Does praying at regular intervals everyday help a Muslim in his/her everyday life? DISCOVERY RE To know that Muslims pray to communicate and show commitment to their beliefs. To know that many Muslims pray regularly, from early morning to last thing at night. **To know that Muslim life is built around worship of Allah (their name for God) through prayer.** To know that within daily prayers (Salah) Muslims pray as a community. **To understand that prayer helps develop self-discipline and this is key to Muslims.** To know that Muslims wash before prayer with others. **To know that Muslims join their fellow Muslims praying on the floor of the prayer room as all are equal in the eyes of Allah**	Big Question: How do some Muslims show Allah is merciful and compassionate? EMMANUEL PROJECT **To know that compassion refers to when we show we care for others** To know that Muslims believe Allah is merciful and compassionate To describe what Muslim stories teach about compassion **To know that Muslims believe the prophet Muhammad was a messenger from God** **To understand how Ramadan teaches Muslims about compassion** To describe how Muslims live out compassion at Eid-ul-Fitr	Big Question: How does a Muslim show their submission and obedience to Allah? EMMANUEL PROJECT **To understand that submission to God's will is an important part of Islamic belief** To know that Adhan/call to prayer is a chant which many Muslims obey To understand why the word 'Allah' is important to Muslims **To describe the concept of obedience in Bilal in a Muslim story** **To describe how Muslims show submission in everyday life** Big Question: Why do Muslims call Muhammad 'seal of the prophets'? EMMANUEL PROJECT **To know that the Muslim concept of prophethood means a person has been chosen by Allah to deliver an important message** **To know that Muhammad is important for Muslims because he was Allah's final messenger** **To describe what kind of character Muslims believe Muhammad was** To retell the story of Muhammad To know how Muhammad is represented in a mosque			Big Question: How does tawhid create a sense of belonging to the Muslim community? EMMANUEL PROJECT **To know that Tawhid is the central Muslim belief that there is only one God and that God is unique.** **To reflect on the idea that one thing can have an affect which spreads.** **To describe what Muslims believe about Allah and humans.** To retell the story of Ibrahim (Abraham) building the Kaaba. **To know and describe the 5 pillars of Islam.** To reflect Muslim belief of tawhid through artwork. Big Question: What does the Qu'ran reveal about Allah and his guidance? EMMANUEL PROJECT **To know that Muslims believe humans may recognise there is a God from his creation but no one would be sure unless Allah revealed himself.** **To give examples of how the Qu'ran is treated by Muslims.** To describe what happened at Cave Hira. **To consider what the words of the Qu'ran might tell a Muslim about how to act.** To describe the importance of Laylat-ul Qadr for Muslims.
Key Vocabulary	Muslim, Mosque, belief, Allah, Muhammad	Makkah, prayer, Allah, Salah, community	Compassion, mercy, Allah, Ramadan, Muhammad, Eid-ul-Fitr	Allah, Adhan, submission, obedience Muhammad, prophet, mosque			5 pillars of Islam, tawhid, Qur'an Laylat-ul Qadr, Cave Hira, calligraphy
SMSC	Spiritual Cultural	Spiritual Cultural Social	Spiritual Cultural Social	Spiritual Cultural Social			Spiritual Moral Cultural Social

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Religious Education (RE) Progression

British Values	Mutual Respect Democracy Tolerance of different faiths and beliefs	Rule of Law Individual Liberty Mutual Respect Democracy Tolerance of different faiths and beliefs	Rule of Law Individual Liberty Mutual Respect Democracy Tolerance of different faiths and beliefs	Rule of Law Individual Liberty Mutual Respect Tolerance of different faiths and beliefs			Democracy Rule of Law Individual Liberty Mutual Respect Tolerance of different faiths and beliefs
Potential visits and Resources	Story of Muhammad and the Ants	www.bbc.co.uk/education/clips/zsqvcdm : Salah - Muslim Prayer The Qur'an www.bbc.co.uk/education/clipsz4gkq6f : Muslims at Prayer	www.bbc.co.uk/education/clips/zsqvcdm : Salah - Muslim Prayer The Qur'an www.bbc.co.uk/education/clipsz4gkq6f : Muslims at Prayer	http://www.shahjahanmosque.org.uk/ (Shah Jahan mosque) Good static pictures and text of mosque in Cardiff: http://resources.hwb.wales.gov.uk/VTC/2008-09/re/m_parry/mosque/eng/index.html			www.bbc.co.uk/education/clips/zwvq6sg What does it mean to be a Muslim? www.bbc.co.uk/education/clips/zsqvcdm : Salat - Muslim prayer www.bbc.co.uk/education/clips/z4yjxnb : Muslims and Charity www.islamic-relief.org.uk : Muslim Charity https://cofesuffolk.padlet.org/gemmakingston1/5k9ywntz47n22606 http://www.bbc.co.uk/programmes/p0114z67 (Pathways of Belief: The Qur'an a guide for life)

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Sikhi: Knowledge and Skills							
	EYFS	**Y1/2 (Year A)**	**Y1/2 (Year B)**	**Y3/4 (Year A)**	**Y3/4 (Year B)**	**Y5/6 (Year A)**	**Y5/6 (Year B)**
	Big Question: How can we help others when they need it? EMMANUEL PROJECT						
	To explain how Sikhi celebrate light						
Key Vocabulary	Sikh, faith, belief, Diwali, Bandi Chhor Divas						
SMSC	Spiritual cultural						
British Values	Mutual Respect Tolerance of different faiths and beliefs						
Potential visits and Resources	www.youtube.com/watch?v=I2pzLPWB46w (Bandi Chhor Divas)						

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Religious Education (RE) Progression

Buddhism: Knowledge and Skills							
	EYFS	Y1/2 (Year A)	Y1/2 (Year B)	Y3/4 (Year A)	Y3/4 (Year B)	Y5/6 (Year A)	Y5/6 (Year B)
	Big Question: Why do Christians put a cross in an Easter garden? EMMANUEL PROJECT					Big Question: How did Buddha teach his followers to find enlightenment? EMMANUEL PROJECT	Big Question: How does the Triple Refuge help Buddhists in their journey through life? EMMANUEL PROJECT
	To retell a Buddhist story					**To be able to articulate what Buddhists mean by 'enlightenment'** To describe what a lotus flower symbolises for Buddhists To retell the story of Siddhartha Gautama **To describe some of the teachings of Buddha** - **The Noble Truths** - **The Eightfold Paths** - **Meditation** To be able to summarise and explain the meaning behind some Buddhist stories	**To be able to describe the meaning of 'refuge' and consider if it is something everyone needs** **To be familiar with Buddhist symbols of refuge** **To explain what is meant by the Triple Refuge** To retell a Buddhist story about refuge To be familiar with the five precepts and their purpose To consider if Buddhists believe other people have a role to play in giving someone refuge
Key Vocabulary	Buddhism, kindness					Enlightenment, lotus flower, bodhi tree, Noble Truths, eight fold path, meditation	Refuge, refugee, Triple Refuge, Five Precepts, Dharma, Sangha
SMSC	Spiritual cultural					Spiritual Moral	Spiritual Moral
British Values	Mutual Respect Tolerance of different faiths and beliefs					Mutual Respect Tolerance of different faiths and beliefs Individual Liberty	Mutual Respect Tolerance of different faiths and beliefs
Potential visits and Resources	A Buddhist story: The Monkey King					A Buddhist Story: The Happy Monk A Buddhist Story: The Monkey Trap A Buddhist Story: The Raft A Buddhist Story: Kisagotami Buddhist artefacts: http://www.ipswichbuddhistcentre.org.uk/	The Story of Angulimala

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Religious Education (RE) Progression

Humanism: Knowledge and Skills						
EYFS	**Y1/2 (Year A)**	**Y1/2 (Year B)**	**Y3/4 (Year A)**	**Y3/4 (Year B)**	**Y5/6 (Year A)**	**Y5/6 (Year B)**
					Big Question: Why do Humanists use the golden rule as a basis for morality? EMMANUEL PROJECT	Big Question: Why do Humanists say happiness is the goal of life? EMMANUEL PROJECT
					To explain what the concept of 'goodness' means **To describe what a world view is.** **To understand what Humanists mean when they refer to 'the golden rule'** To consider how Humanists can use stories to illustrate morality (right and wrong) To use what I have learnt about Humanism to plan what a Humanist school might be like	**To describe what happiness/'happy human' means to a Humanist.** To consider if it is possible for every person to be happy. To explore the principles of Humanist belief. **To explore what Humanist text can tell us about Humanist belief.** To describe how some humanists celebrate life ceremonies. **To describe what Humanists say about the end of life.**
Key Vocabulary					Empathy, golden rule, world view, morality	Happiness, after life
SMSC					Spiritual Moral Social	Spiritual Moral
British Values					Individual liberty Democracy	Individual liberty Democracy
Potential visits and Resources						https://www.bbc.co.uk/bitesize/articles/zmqpkmn https://humanists.uk/education/teachers/

General useful resources: https://cofesuffolk.padlet.org/gemmakingston1/3d2b2pzew0lcemqp

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Religious Education (RE) Progression