



RE Progression

<u>Year 1</u>	<u>Autumn</u>		<u>Spring</u>		<u>Summer</u>	
<u>Unit</u>	Christianity (God)	Christianity (Jesus)	Islam	Judaism	Hindu dharma	Christianity (Church)
<u>Key Question – Year</u>	What do people say about God?					
<u>Focus Question</u>	Why do Christians say that God is the Father?	Why is Jesus special to Christians?	How might beliefs about creation affect the way people treat the world?	Why might some people put their trust in God?	What do Hindus believe about God?	How might some people show that they 'belong'?
<u>Sticky Knowledge</u>	-know that Christians refer to God as the Father and why? -talk about how and why Christians might want to talk to God	-know a simple version of the nativity -Talk about why Christmas is a special time for Christians. -Talk about how different characters welcome baby Jesus.	-Know that Muslims believe in one God, Allah -Know that Muslims believe Allah created the world - Know that	-Known that Jews believe in one God -Retell a religious story e.g. Noah -Know about the religious festival, Sukkot.	-Know that Hindus believe in one God that can take different forms. -Know that God is present in all living things -To retell the story of the blind men and the elephant.	-Know that Christians welcome babies into God's family with baptism. - Identify features of baptism, font, candles, godparents -Know that belonging to a church is like

	-Talk about items used in Christian prayer. (Holy Cross, Dove, Prayer sign, Amen)		humans should look after the planet -		-know that Hindus might use statues and in their worship.	belonging to a family.
<u>Vocabulary</u>	Prayer, Father, God, Cross	Nativity Jesus, Mary, Joseph, Bethlehem, Kings and Shepherds	Allah, stewards (Khalifahs), Muslim, creation, God	Noah, Sukkot, Judaism, celebration, festivals, tradition	Hindu, statues, worship, symbols	Baptism, font, candles, godparents, church, ceremony,
<u>Cross-Curricular Links</u>						
<u>Experiences & Trips</u>		Nativity				Link with own baptism Visit St John's
<u>Year 2</u>	<u>Autumn</u>		<u>Spring</u>		<u>Summer</u>	
<u>Unit</u>	Christianity (God)	Christianity (Jesus)	Hindu Dharma	Islam	Christianity (Church)	Judaism
<u>Key Question – Year</u>	How do we respond to the things that really matter?					
<u>Focus Question</u>	Does how we treat the world matter? (Environment)	Why do Christians say Jesus is 'Light of the world'?	How might people express their devotion?	Why do Muslims believe it is important to obey God?	What unites the Christian community?	What aspects of life really matter?
<u>Sticky Knowledge</u>	Retell simply the Genesis story of creation To know that Harvest festival is a	To know that Jesus is the light of the world To talk about different titles Jesus may be given e.g. Christ, son of God To know the	To know that Hindus believe in one God (Brahman) can be worshipped in	To know Muslims believe they should respect God. To know why Muslims would want to say thank you to God To know why and how Muslims pray	To identify and describe the features of a Church Identify symbols and actions used in Christian worship To know why	To retell the story of Moses being given the 10 commandments To know some of the commandments To understand what

	thank you to God To know it is important to look after the world	importance of light during the Christmas celebrations (advent) To know the different types of ways Christians, celebrate Christmas	many forms To know the characteristic s/qualities of the different deities To know that Hindus might worship at the Mandir or home shrine and why this is important	To know that they pray 5 times a day	Christians worship God	the Sabbath day is To know the Jewish tradition of Friday night dinner
<u>Vocabulary</u>	Genesis, creation, Christians, natural world, Harvest festival	Christmas, light, advent, light of the world, Messiah, Christ	Hindu, God, Brahman, worship, Mandir, shrine deities	Muslims, prayer, Islamic beliefs, Sallah (prayer mat) Qur'an, Prophet Mohammed	Church, worship, prayer, Pulpit, Lectern, Altar	Moses, comandments, Sabbath day, family, tradition – Friday night dinner
<u>Experiences</u>	Harvest festivals	Church visit/tableau			Visit St Johns Church and have a tour of different features	
<u>Year 3</u>	<u>Autumn</u>		<u>Spring</u>		<u>Summer</u>	
<u>Unit</u>	Christianity (God)	Islam	Christianity (Jesus)	Christianity (Church)	Sikhism	Hindu Dharma
<u>Key Questions</u>	Who should we follow?					
<u>Focus question</u>	How and why have some people served God?	Why is the Prophet Mohammed an example for Muslims?	What does it mean to be a disciple of Jesus?	What do Christians mean by the Holy Spirit?	Why are Guru's important to Sikhs?	Why is family an important part of Hindu life?
<u>Sticky Knowledge</u>	Identify Christian beliefs and values within stories from	Identify Islamic beliefs and values within the story Prophet Mohammed Describe how a	Know what a disciple is and know about the people who became	Know what Christians mean by the Holy Spirit Suggest how a belief in the Holy Spirit has an impact on individuals and	Identify Sikh beliefs and values contained within the stories of the lives of the gurus	Know that following Dharma (religious duty) is an important part of Hindu life Suggest the impact

	<p>the prophets (Moses and Jonah) Understand why these prophets chose to listen and follow God To identify how a Christian might serve God (Look at Salvation army) To understand the term vocation</p>	<p>Muslim could follow the teachings of Prophet Mohammed Describe and give reasons for the Islamic practice Zakat Understand what Islamic aid is and be able to say why charitable work is important to Muslims</p>	<p>disciples of Jesus – suggest why they decided to follow him Describe how and why Christians might follow Jesus’ example through mission and charity work Look at another Christian organisation that aims to help people (Christian aid or The Red Cross)</p>	<p>communities Identify how belief in the Holy Spirit influences different forms of Worship Describe how and why Pentecost is celebrated</p>	<p>Describe how and why Guru Granth Sahib is treated with great respect Suggest how and why Sikhs show commitment to their faith</p>	<p>of belief in dharma, particularly the belief that there are three ‘debts’ – duty owed to God/the deities, duty owed to teachers, and duty owed to family Describe how and why Hindus might celebrate Raksha Bandhan identify religious teachings contained within a Hindu story (Rama and Sita) – and suggest how these stories might be used to teach Hindu children about dharma</p>
<u>Vocabulary</u>	God, Christianity, vocation, Prophet, devotion	Zakat. Prophet	Disciple, mission, Jesus	Holy Spirit, Pentecost	Sikhism. Guru, wisdom, commitment	Hinduism, Dharma, deities, Raksha Bandhan
<u>Experiences</u>	Visit from the Salvation Army			Visit from/trip to St Johns to learn about Pentecost		
<u>Year 4</u>	<u>Autumn</u>		<u>Spring</u>		<u>Summer</u>	
<u>Unit</u>	Hindu Dharma	Christianity (God)	Sikhism	Christianity (Jesus)	Islam	Christianity (Church)
<u>Key Question</u>	How should we live our lives?					

<u>(Year)</u>						
<u>Focus Question</u>	What might a Hindu learn from celebrating Diwali?	How and why might a Christian use the Bible?	How do Sikhs express their beliefs and values?	Is sacrifice an important part of religious life?	Why do Muslims fast during Ramadam?	What does 'Love your neighbour' really mean?
<u>Sticky Knowledge</u>	<p>Explore teachings about good and evil in the story of Rama and Sita Describe what moral guidance Hindus might gain from the story of Rama and Sita Use subject specific language to describe how and why Hindus celebrate Diwali Explain the importance of light in the Diwali celebrations, and how this is a symbol of good overcoming evil</p>	<p>Explore different Christian beliefs about the Bible as the word of God Give examples of the different types of writings found in the Bible Describe why some Christians might view the Bible as an important source of authority and moral guidance Explain why Christians might have different views about how to interpret and apply the Bible Explain why Christians might also look to other sources of authority when making decisions about how to live (eg. church leaders, prayer, conscience)</p>	<p>Explore teachings and stories from Sikhism Describe what moral guidance Sikhs might gain from the stories and examples of the Gurus Make links between the beliefs, values and practices of Sikhism Use subject specific language to describe how and why Sikhs show their religious commitments and values Explain how clothing and</p>	<p>Retell the story of Jesus in the wilderness Identify Christian beliefs about Jesus reflected in this story Suggest why sacrifice might be an important Christian value (linked to beliefs and teachings about Jesus) Describe what a Christian might do during Lent and why Explain what is meant by sacrificial love – agapé – and give examples of how Christians might do this Discuss Christians who have been examples of sacrificial love (eg. Oscar Romero) and how they were motivated by their faith</p>	<p>Explore Islamic teachings about Ramadan from the Qur'an Use subject specific language to describe how and why Muslims fast at Ramadan Explain the importance of Ramadan in the context of the Five Pillars of Islam Consider the impact that fasting might have on individuals, families and communities Make links between Islamic values and the beliefs explored so far in their study of Islam</p>	<p>Retell some of the main parables of Jesus (Good Samaritan and Unforgiving Servant) Explain how and why these might be an important source of guidance for Christians Suggest ways that Christians might put these teachings into action in the 21st century Describe and explain (with examples) Christian attitudes about how to treat others Explain the importance of love for all (agape) as part of Christian life, and the ways that this might be expressed</p>

			behaviour might be symbolic of beliefs, values and commitments			
<u>Vocabulary</u>	Hindu Dharma, Diwali, festival, diva lamps, light/darkness, good/evil	Christianity, Bible, parables, New Testament, Old Testament	Sikhism, Guru, values, commitment, Gurdwara, equality	Jesus, Sacrifice, Lent, Easter, Sacrificial love – agapé	Ramadam, Five Pillars (Shahada, Salah, Saum, Zakah, Hajj)	Agape, moral, parable, neighbour
<u>Experiences & Trips</u>			Visit a Gurdwara/invite a Sikh in to talk to the class		Visitor – whole school assembly then workshop with Year 4 and Year 6	
<u>Year 5</u>	<u>Autumn</u>		<u>Spring</u>		<u>Summer</u>	
<u>Unit</u>	Christianity (God)	Islam	Hindu Dharma	Christianity (Jesus)	Christianity (Church)	Judaism
<u>Key Question (year)</u>	Where can we find guidance about how to live our lives?					
<u>Focus Question</u>	Why is it sometimes difficult to do the right thing?	Why is the Qur'an so important to Muslims?	What might Hindus learn from stories about Krishna?	What do we mean by a miracle?	How do people decide what to believe?	Do people need laws to guide them?
<u>Sticky Knowledge</u>	Describe Christian beliefs about sin and forgiveness Describe and explain the	Explore Islamic beliefs about the Qur'an as the word of God Explain how and	Make links between the story of Prince Prahlad and Hindu beliefs about devotion and	Describe Christian beliefs about miracles as 'signs' of the divinity of Jesus	Describe what Christians mean when they talk about one God in Trinity	Make links between beliefs and sacred texts (in this case, the Torah), including how and why

	<p>teaching from Genesis 3 – of how Adam and Eve disobeyed God</p> <p>Suggest different ways that this story might be understood by Christians</p> <p>Describe and explain how and why Christians might use the Lord’s Prayer</p> <p>Analyse and interpret the Lord’s Prayer – and what guidance it provides for Christians</p> <p>Suggest things that might lead Christians into temptation in the modern world – and how and why they might try to resist these temptations</p>	<p>why the Qur’an is a source of guidance for life for a Muslim</p> <p>Explain the impact of believing that the Qur’an is divine revelation</p> <p>Describe and explain what Muslims believe when they describe Muhammad (pbuh) as the seal of the prophets</p> <p>Explain how and why Muslims might commemorate the Night of Power</p> <p>Describe and explain a variety of ways that Muslims might show respect for the Qur’an – and how this symbolises their respect for God</p> <p>Explain how the teachings of the Qur’an might influence the actions and choices of a</p>	<p>loyalty</p> <p>Explain Hindu beliefs about Krishna and what stories about Krishna might teach Hindus</p> <p>Explain the Hindu belief that God is present in all people (through the atman) and the impact this might have on a believer</p> <p>Describe and explain a variety of ways that Hindus might celebrate the festival of Holi</p> <p>Suggest why there might be differences in the way that Hindu festivals are celebrated in India and how Hindu communities and individuals in the UK might celebrate</p> <p>Explain how Holi celebrations might express Hindu beliefs about equality</p>	<p>Retell a selection of miracle stories – and explain what these might reveal to Christians about the nature of Jesus</p> <p>Describe why some Christians might go on pilgrimage to places associated with miraculous events</p> <p>Explain the impact that belief in miracles and the power of prayer might have on a Christian</p>	<p>Identify the beliefs contained within the Apostle’s Creed</p> <p>Explain why the Christian community (The Church) might want/need an agreed statement of belief</p> <p>Describe and explain the meaning of a range of symbols that might be used for the Trinity</p> <p>Explain how symbols might unite the worldwide Christian Church</p> <p>Describe the role of places like Taizé where Christians from different backgrounds might come together to worship</p>	<p>religious sources are used to teach and guide believers</p> <p>Explain the impact of Jewish beliefs and values – including reasons for diversity</p> <p>Explain differing forms of expression within the context of Jewish worship.</p> <p>Describe diversity of religious practices and lifestyle within t</p> <p>Interpret the deeper meaning of symbolism – contained in stories, images and actions</p>
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<u>Vocabulary</u>	Adam/Eve, sin, temptation, forgiveness, confession	Prophet Muhammad, Qur'an, revelation, Night of Power - Laylat al Qadr.	Deity – Krishna, avatar, Holi, devotion, virtues	Miracle, divine, healing, pilgrimage, Holy Land, resurrection	Apostle's creed, Trinity, denominations	Torah, Moses, synagogue, Rabbi
<u>Experiences & Trips</u>						Visit from a Jewish believer (possibly a parent)
<u>Year 6</u>	<u>Autumn</u>		<u>Spring</u>		<u>Summer</u>	
<u>Unit</u>	Christianity (Church)	Hindu Dharma	Buddhism	Christianity (Jesus)	Islam	Christianity (God)
<u>Focus Question (year)</u>	Is life like a journey?					
<u>Key Question</u>	How do Christians mark the 'turning points' on the journey of life?	Is there one journey or many?	What do we mean by a good life?	Why do Christians believe Good Friday is good?	What is Hajj and why is it important to Muslims?	If life is like a journey, what's the destination?
<u>Sticky Knowledge</u>	Explain how rituals (sacraments/rites of passage) might reflect Christian beliefs about their relationship with God Explain how these rituals might differ between different denominations (eg. infant baptism and	Analyse Hindu beliefs about samsara, karma and moksha and how these are linked Explain how belief in reincarnation might affect the way in which a Hindu views the 'journey of life' Explain how belief in reincarnation	Analyse Buddhist beliefs and teachings about how to be content Explain Buddhist beliefs and values contained within the story of Prince Siddhartha Make links between the story of the life of Prince Siddhartha and Buddhist beliefs	Retell the events leading up to and including the death of Jesus Explain how beliefs about the suffering, death and resurrection of Jesus might guide and comfort a Christian during difficult times in their own life Explain how and	Analyse the Five Pillars of Islam and how they are linked Explain how the beliefs and values of Islam might guide a person through life Explain the importance of the Ummah for Muslims and that this is a community of diverse members Describe and explain	Explain how beliefs about the death and resurrection of Jesus might affect the life of a Christian Explain (simply) Christian beliefs about salvation Explain how Christian beliefs about life after death might affect a believer's sense of purpose and

	<p>believer's baptism) Analyse the importance of Christian rites of passage as an expression of faith and commitment Use religious vocabulary to explain the symbolism of words and actions used within rituals and ceremonies</p>	<p>and the law of karma might affect the way a Hindu lives Describe and explain the four ashramas (stages of life) in the life of a Hindu Explain how a person might change as they move from one ashrama to the next Consider the importance of the samskaras (rites of passage) in preparing a Hindu for the commitments of each ashrama</p>	<p>and teachings about The Four Noble Truths Describe and explain what is involved in following the Eight-Fold Path of Buddhism – and the impact that following this might have on the life of a Buddhist. Consider the importance of daily meditation in Buddhism</p>	<p>why Christian individuals and communities might celebrate the events of Holy Week Use religious vocabulary to describe and explain the Eucharist Explain different Christian beliefs about the Eucharist and its importance</p>	<p>the importance of Hajj, including the practices, rituals and impact Explain how a person might change once becoming a hajji Consider how important it is for a Muslim to go on hajj – and what this means for those who are unable to make the pilgrimage</p>	<p>behaviour throughout the journey of life Explore Christian ideas about forgiveness of sin and the different ways that people might seek to be forgiven (using terms such as confession, repentance, atonement, reconciliation) Analyse Christian teachings about the importance of forgiveness and examples of people who have put these teachings into practice</p>
<p><u>Vocabulary</u></p>	<p>Journey, baptism, symbolism/symbolise,</p>	<p>Samsara, Moksha, Karma, four ashramas</p>	<p>Four noble truths, virtue, happiness, nirvana, Eightfold path, meditation</p>	<p>Eater, Eucharist, resurrection, Good Friday, Lent, sacrifice</p>	<p>Pilgrimage, Ummah, Hajj, rituals</p>	<p>Forgiveness, sin, crucifixion, resurrection, Heaven, confession, reconciliation</p>
<p><u>Experiences & Trips</u></p>			<p>Visit from a Buddhist (possibly a parent)</p>		<p>Visit from a Muslim – whole school assembly then workshop with year 6</p>	

As a Voluntary Controlled school, we use the Locally Agreed RE Syllabus (Lancashire SACRE) to teach our children about religious traditions and practices. The Lancashire SACRE is a non-denominational syllabus. Christianity is taught for 50% of the curriculum, with our children learning about and exploring traditions in other faiths across the other 50%. By the end of KS2, our pupils will have touched upon all the six major world faiths in the world today.

The principal aim for RE in Lancashire is:

'To support pupils' personal quest for meaning by engaging enquiry into the question "What is it to be human?" exploring answers offered by religion and beliefs.'

– (Lancashire Agreed Syllabus For Religious Education, 2016)