



Chapelford Village Primary School

Long Term Subject Progression

Subject: RE

Subject Lead: Rachael Tickle

Year Group	Area of Learning	Knowledge	Skills	Vocabulary (Tier 2 and 3)
Early Years	Special People	<p>What makes people special? What do they do? Who is special to me? □ What is a role model? What is a religion? What are some special symbols associated with religions? Who are special people to Christians and Jews?</p>	<p>Communication: -Talk about religion using simple terms -Talk about their community.</p> <p>Influence and impact: -Show some awareness of religion -Listen to what children say</p>	<p>Special Role mode Religion God Jesus</p>
	Diwali and Christmas	<p>What is Diwali? Who celebrates it? Why do people celebrate Diwali? How do people celebrate Diwali?</p> <p>What is Christmas? Who celebrates it? Why do people celebrate Christmas? What is the Christmas story? How do people celebrate Christmas?</p>	<p>Experiences and feelings: -Begin to talk about their own experiences and feelings</p> <p>Religious Beliefs: -Begin to recall parts of religious stories -Engage with religious culture</p> <p>Religious Expression: -Recognise some religious symbols -Find out about some places of worship</p>	<p>Hinduism Diwali Celebrate e Christmas God Jesus Nativity</p>
	Celebrations	<p>What is a celebration? What do I celebrate? Does everybody celebrate the same things? What is the same about our celebrations? What is different about our celebrations? What stories are linked to celebrations?</p>	<p>Questions and Values: -Begin to talk about what they find interesting and what makes them happy or sad</p>	<p>Celebrate Different Same Stories</p>

	Easter	<p>What changes in spring? What symbols are linked to Easter?</p> <p>Why is Easter special to some people?</p> <p>What is the story of Easter?</p> <p>How do Christians feel at Easter? How do people celebrate Easter?</p>		Easter Spring Special Christia n Jesus God
	Eid	<p>What is Eid?</p> <p>Who celebrates it?</p> <p>Why do people celebrate Eid? How do people celebrate Eid?</p>		Eid Celebrate Islam Muslim
	Special Places	<p>What makes places special?</p> <p>What places are special to you? Why?</p> <p>What special places do you visit?</p> <p>Where are special places in our community? What is a church, synagogue, mosque? Why do people go there?</p>		Special Communit y Worship Church
Year 1	Hinduism	<ul style="list-style-type: none"> • Hinduism gives children the opportunity to explore the Hindu concept of one God (Brahman) who can be understood and visualised in many forms. • This religion builds on their prior learning about the use of symbolism to express religious beliefs. • Children should be able to talk about how images of the deities in Hinduism a visual representation of beliefs about God are. • Children should also have opportunities to think about the complexity of identity and how people may be seen in different ways according to their role and relationship. • There will be opportunities for children to develop self-awareness of their own identity and roles. 	<ul style="list-style-type: none"> • Give an example of a key belief and/or a religious story • Give an example of a core value or commitment • Use some religious words and phrases to recognise and name features of religious traditions • Talk about the way that religious beliefs might influence the way a person behaves • Notice and show curiosity about people and how they live their lives • Ask questions 	Hindu's, Hinduism, God, Statues, Murtis, Worship, Symbols, deities, Brahman, Lakshmi, Ganesh
	Christianity	<ul style="list-style-type: none"> • God is like a father to Christians- a loving figure who cares for his creation 		candle s, church

		<ul style="list-style-type: none"> • They express their beliefs about God through prayer as this is a way to speak to God, and Christian celebrations like Christmas and Easter. • Jesus is more than just a man; he was a special baby that was a sign of God's love. • Christmas is a religious festival that is celebrated to remember the birth of Jesus. • Christians celebrate with activities such as nativities, to remember Jesus' birth. • To show they are part of God's family, some Christians get baptised. • Jesus was baptised, so they follow his example. • Water is used to wash away sins and a cross is used to show they are special to God. 	nativity, Mary, Joseph, shepherd, Angel Gabriel, innkeeper, wise men, welcoming
	Islam	<ul style="list-style-type: none"> • Prayer is an important part of Muslim life. Muslims believe in one God called Allah and they should obey him. • Allah is revealed through creation. • Respect must be given to all living things because Allah created them and the world should be protected. 	
	Judaism	<ul style="list-style-type: none"> • Similarities and differences between themselves and others, and among families, communities and traditions. • Where do people go to pray to God? - Synagogue and what happens in there • Rabbi leads the services (Friday night, Saturday am and pm) • Not originally for prayer but for learning about Judaism • Do people find time for God anywhere else? 	Synagogue, Halakha, Rabbi, special, Precious, Torah

Year 2	Hinduism	<ul style="list-style-type: none"> This unit enables pupils to explore the purpose of and some of the practices associated with Hindu worship. The focus includes beliefs about Brahman, family, community and Worship. Opportunities are provided for pupils to investigate ways that Hindus might express their devotion to God through worshipping the deities. They should know that Hindus believe in one God with many forms and so whichever deity is worshipped, it is ultimately a way of worshipping God. They should have opportunities to discuss the concept of being devoted to something/someone - and the various ways in which human beings might show their devotion through clothing, special words or songs, rituals and actions. 	<ul style="list-style-type: none"> Retell and suggest meanings for religious stories and/or beliefs Use some religious words and phrases when talking about beliefs and values Identify and describe how religion is expressed in different ways Identify things that influence a person's sense of identity and belonging Ask relevant questions Talk about their own identity and values 	Hindu, God, Brahman, worship, qualities, devotion, deities, Mandir, shrine, puja tray, Shiva, Vishnu, Brahma, Lakshmi, Durga, Saraswat, bell, incense holder, incense stick, diva lamp, water pot and spoon, kum kum powder Arti ceremony
	Christianity	<ul style="list-style-type: none"> God is like a father who care for humanity. Therefore, Christians have a duty to care for the world e.g. Harvest festival celebrates the success of growing crops because of God, so it is an expression of gratitude to God. They express their beliefs about God through prayer and Christian celebrations like Christmas (because Jesus was born this day) and Easter (because Jesus was resurrected this day). Jesus is referred to as 'the light of the world' as he provides comfort, hope and guidance. Christians celebrate Christmas to remember Jesus' birth. Christians might want to be part of a church community to worship with others and to have their children baptised. 		Christianity, God, creation, Genesis 1, Bible, worship, Harvest, creator, sustainer, stewardship, hymn, charity.

		<ul style="list-style-type: none"> • During a baptism, grandparents promise to help the child become a Christian and a candle is lit to symbolise the person shining like a light. • A church has symbolic features: a cross to show Jesus' sacrifice; stained windows which show stories of the bible; candles to show God's love is present. Christians go to church to pray, worship, learn, to marry, to get baptised and more. 	
--	--	---	--

	Islam	<ul style="list-style-type: none"> • Muslims believe that obedience (submission) to Allah is essential to Muslim life. • Prayer is an important part of Muslim life and a way of showing obedience and gratitude to God, with many praying 5 times a day. Prayer is called Salah and certain rituals must be carried out during it. It can happen at home or in the holy building- the Mosque. 	
--	-------	--	--

	Judaism	<ul style="list-style-type: none"> • Think about who in our lives matters most to us. • Explain the story of Moses and how God appeared to him through the burning bush. • Discuss the symbolism of a burning bush and why God chose to appear in this form. • Compare this to the Pharaoh's response to Moses' instructions. • why it is important to Jewish people to keep the Sabbath holy, and as a day of rest. Discuss a Jewish person's belief in the Torah as a holy book, and that the stories within it are rules about how our lives should be lived. • When do you see the people who matter the most in your life? Is there a time when you see more of these people? Birthdays, celebrations, festivals or holy days? Why are these people so important 	<p>Belief Transcendence Worship Tradition Commitment Identity</p>
--	---------	---	---

		to you?		
Year 3	Hinduism	<ul style="list-style-type: none"> • Children understand Hindus believe in one God (Brahman) who can be worshipped in many forms & each have different qualities and are portrayed in different ways. • Children can suggest why Hindus might believe that it is important to show devotion to the deities. • Children can explain that Hindus might worship at a Mandir and/or the home shrine & suggest why worship in the home might be important. • To describe the meaning and symbolism of items used in worship (eg, items on the puja tray) 	<ul style="list-style-type: none"> • Show awareness of similarities in religions • Identify beliefs and values contained within a story/teaching • Identify the impact religion has on a believer • Use religious terms to describe how people might express their beliefs • Describe how some people, events and sources of wisdom have influenced and inspired others • In relation to matters of right and wrong, recognise their own and others' values • Discuss own questions and responses related to the question 'who should we follow - and why?' 	Hinduism, dharma, duty, debts, Raksha Bandhan,
	Christianity	<ul style="list-style-type: none"> • Christians believe that Jesus was the Son of God, sent down to earth to save people by dying on the cross and taking the punishment for their sins. • God is a sustainer and one way he 		Abrahamic faith, God, prophets, Noah, Abraham, Moses, Jonah, devote, role model, vocation

		<p>sustains the world.</p> <ul style="list-style-type: none"> • The Bible is important to Christians and it might be used as a source of wisdom and guidance • Jesus is regarded as God incarnate - human version. • Jesus was a teacher who told stories to guide Christians e.g. the parable of the good Samaritan. • Jesus offers salvation to everyone who asks for it as he is an example of God's mercifulness. • Christians celebrate different festivals to celebrate the different events in Jesus' life e.g. Good Friday is when Jesus was crucified and Easter was when he was resurrected. • The church is a diverse community (different people) with shared beliefs and values. • Key Christian symbols include: the cross for Jesus' sacrifice; the dove to represent the holy spirit; candles to show the light of God. • There are many types of Christian worship, including praying, celebrating festivals such as Christmas and making dedications such as baptism. 		
--	--	---	--	--

	Islam	<ul style="list-style-type: none"> • Muhammed is a prophet of Allah - he was God's messenger and responsible for starting the faith of Islam. • The world is God's creation and this should lead Muslims to care for it and act charitably towards all people. • This is defined in the third pillar called Zakat, which means Muslims must give money to charity. Muslims believe in one God (Allah) and that submission (obedience) to God is an important part 		
--	-------	--	--	--

		of Islamic life.		
	Judaism	<ul style="list-style-type: none"> • Jews believe that there is a single God who not only created the universe, but with whom every Jew can have an individual and personal relationship. • They believe that God continues to work in the world, affecting everything that people do. • Jewish belief requires action not just understanding and acceptance. • Torah refers to the five books of Moses • The first two sections of the Shema are handwritten. (Mezuzah, Tefillin. Tallit) 		<p>Affirmation</p> <p>Synagogue</p> <p>Community</p> <p>Acceptance</p>
Year 4	Hinduism	<ul style="list-style-type: none"> • This unit gives pupils the opportunity to revisit the story of Rama and Sita (they will have been introduced to this story in Y3) and to explore the theme of good overcoming evil – just as light overcomes darkness. • Pupils should deepen their understanding of Hindu beliefs about God by learning about Rama as an avatar of Vishnu. They should be able to connect this with the Diwali theme – Rama is a deity and therefore represents goodness. • As an avatar of Vishnu, it is his role to uphold dharma and fight evil. This is exemplified in the story of Rama and Sita which is celebrated at Diwali. • Pupils should know that Diwali is a popular Hindu festival and be able to explain the deeper meaning of festival celebrations such as the lighting of diva lamps, 	<ul style="list-style-type: none"> • Describe what a believer might learn from a religious teaching/story • Make links between ideas about morality and sources of authority • Describe the impact religion has on believers' lives • Explain the deeper meaning and symbolism for specific religious practices • Consider the range of beliefs, values and lifestyles that exist in society • Discuss how people make decisions about how to live their lives • Reflect on their own personal sources of wisdom and authority 	<p>Hindu, Hinduism, good, evil, Rama, Sita, Lakshman, Ravanna, Hanuman, King</p>

		<p>fireworks, decorating homes with rangoli patterns.</p> <ul style="list-style-type: none"> • They should reflect on the symbolism of light within all human cultures and consider how light might be a universal symbol of goodness and hope. 		
--	--	--	--	--

	Christianity	<ul style="list-style-type: none"> • Christians believe they have a relationship with God, that they can maintain with the bible. • Serving God is a key part of Christianity. • Christians talk to God through prayer: asking for guidance, being grateful, asking for help and praying can be like talking to a friend. • Christians believe in showing God's teachings by serving others in our modern world e.g. the salvation army that: 'serve suffering humanity'. • Christians use the bible for guidance but the bible can be interpreted in different ways. Jesus made the ultimate sacrifice by dying so his followers could be with him in heaven. • Jesus' events in his life can guide Christians today. E.g. at his sacrifice, God sacrificed his son, Judas his friend, Jesus his life, which can teach 		Bible, guidance, authority, moral, church leaders, prayer, conscience, Old & New Testament, Jewish scripture, Psalm, Proverb
--	--------------	---	--	--

		<p>Christians to put others' needs before their own.</p> <ul style="list-style-type: none"> Christians may put these teachings into action through showing love for all, or for charity work etc. 		
	Islam	<ul style="list-style-type: none"> Discipleship refers to the many dedicated followers of Jesus, who spread the stories of Jesus to spread his teachings. Worshipping God allows Christians to feel closer to God and gives them a sense of belonging. Key celebrations take place in the church, such as the Eucharist. The Eucharist remembers Jesus' last supper with his disciples. Christians eat bread to symbolise Jesus' body and drink wine to symbolise Jesus' blood. Muslims believe that commitment to Allah is essential and that their purpose in life is to serve Him. Muslims are expected to follow the five pillars of Islam: belief in one God; praying 5 times a day; giving to charity; Ramadan; and attending Makkah. The Muslim holy book is called the Qur'an. Ramadan is remembering the month the Qur'an was revealed by Muhammad. Muslims fast to devote themselves to their faith 		
	Buddhism	<ul style="list-style-type: none"> Dukkha is an important Buddhist concept, commonly translated as "suffering", "pain", 		Leadership, enlightenment, Buddha, Wesak

		<ul style="list-style-type: none"> • Gotama Buddha is not a God but a human being. Gotama Buddha is the fourth of the five Buddhas to arise in the world-cycle which is known as a Bhadda-kappa (a world cycle) • Three Jewels or Triple Gem (also known as the "Three Refuges") • Dharma refers to the second gem • The Sangha, Buddhist monastic order, traditionally composed of four groups: monks, nuns, laymen, and laywomen. • The sangha is a part—together with the Buddha and the dharma (teaching)—of the Threefold Refuge, a basic creed of Buddhism. • This most important Buddhist festival is known as either Vesak, Wesak or Buddha Day, 		
Year 5	Hinduism	<ul style="list-style-type: none"> • Examine how Hindu truths are transmitted using stories from revered literature. • The focus includes beliefs about Brahman, Vishnu, Avatar (especially Krishna) and Scriptures. • Explore some forms of Hindu literature and the beliefs and practices associated with a key story. • Consider whether there are links between the 'truths' and values revealed in the story and their own beliefs, values and experiences. • 	<ul style="list-style-type: none"> • Make links between beliefs and sacred texts • Explain the impact of beliefs and values - including reasons for diversity • Describe diversity of religious practices and lifestyle within the religious tradition • Interpret the deeper meaning of symbolism - contained in stories, images and actions • Explain where people might seek wisdom and guidance • Consider the role of rules and guidance in uniting communities • Discuss and debate the sources of guidance available to them 	festival, Holi, atman

	<p>Christianity</p>	<ul style="list-style-type: none"> • God is the holy trinity: the father, the son and the holy spirit. • God gave humans free will, which can lead to temptation and sin by humans, but like a father, God is merciful, and forgiving of our sins when we ask for it. • Christians believe in the importance of worship, prayer and rituals as a way of strengthening the connection between the believer and God. Jesus is human and divine which makes him unique to Christians. • Jesus performed miracles which showed he was more than just a man. • Christians can learn about Jesus through the bible and religious celebrations. The bible teaches about Jesus' nature- healing, forgiving, etc. The Easter story teaches what Jesus was like- a human who suffered for the sake of others. • Christian events link with the life of Jesus, with religious activities such as light candles as Jesus is the light of the world or giving up something for lent as Jesus made sacrifices for Christians, or eating bread and wine at a Eucharist to symbolise Jesus. Christians go to church to listen to the bible, to learn how to live their lives. • The two great commandments teach to love God and to love your neighbour- Christians • use this as guidance for their daily lives. 	<ul style="list-style-type: none"> • Consider the value of differing sources of guidance 	<p>Reconciliation, Temptation, Morality, Conscience, Penance</p>
--	---------------------	--	---	--

	Islam	<ul style="list-style-type: none"> • Muslims believe the Qur'an is the actual words of Allah, where is guided Muslims on how to live their lives. It is treated with the upmost respect. • The Qur'an is essential at home and in the Mosque and is used in prayer and times of unhappiness. 		
	Buddhism	<ul style="list-style-type: none"> • The principle colours involved in Buddhism • The Noble Eightfold Path is an early summary of the path of Buddhist practices leading to liberation from samsara, the painful cycle of rebirth. • The Three Refuges - Taking Refuge in the Buddha is a confident acceptance of the fact that one can become fully enlightened and perfected just as the Buddha was. • Refuge in the Sangha means looking for support, inspiration and guidance from all who walk the Noble Eightfold Path. • The five precepts are part of the right speech, action and livelihood aspects of the Noble Eightfold Path, the core teaching of Buddhism. 		<p>Buddah samsara dharma sangha five precepts refuges</p>

Year 6	Hinduism	<ul style="list-style-type: none"> • An understanding of the belief that dharma can change during the course of life and that the religious duties of a child are seen as different to those of an adult with family responsibilities or an elderly person. • You will be able to build in their prior learning about the concept of 'dharma' within Hinduism. • You will develop an understanding of the belief that dharma can change during the course of life and that the religious duties of a child are seen as different to those of an adult with family responsibilities or an elderly person. • You will be able to explain how performing dharma would have an impact on a person's karma - and how this then links with Hindu beliefs about the cycle of life, death and rebirth. • You will have opportunities to explore Hindu beliefs about reincarnation of the soul and the ultimate aim of Moksha (liberation from rebirth). 	<ul style="list-style-type: none"> • Analyse beliefs, teachings and values and how they are linked • Explain how the beliefs and values of a religious tradition might guide a believer through the journey of life • Explain the impact of beliefs, values and practices within Hinduism • Use developing religious vocabulary to describe and show understanding of religious traditions • Consider what makes us human - in terms of our beliefs and values, relationships with others and sense of identity and belonging • Discuss how people change during the journey of life • Raise, discuss and debate questions about identity, belonging, meaning, purpose, truth, values and commitments • Develop own views and ideas in response to learning • Demonstrate increasing self-awareness in their own personal development 	<p>Law of Karma Ashramas Samsara Reincarnation</p>
--------	----------	--	--	--

	Christianity	<ul style="list-style-type: none">• God exists in many forms- there is one distinct God but he comes in different forms: he is the father- the creator of the universe; the son- Jesus was God in human form; and the holy spirit- lives in people who believe in God and therefor remains part of human life.• Christians believe God is still active in the world, and life is a journey with him, that can be marked with significant events like Baptism- where they become part of God's family.• Christians communicate with God through prayer, conscience, the Church as a way of strengthening their relationship with God. Jesus made the ultimate sacrifice to forgive humans their sins in order for them to go to heaven.• The main events in Jesus' life- birth, miracles, death and resurrection guide Christian lives today.• Christians may remember Jesus' events through several different Christian celebrations.• Christians believe God gave us free will which can cause us to sin. It is essential to seek forgiveness by confessing sins, which will lead to them to go to heaven. The church is a diverse community with shared beliefs and values, however these may be interpreted in different ways.• Christians believe in different stages of dedicating life to God.• Adult baptism demonstrates a conscious change in life, ending the old part of their lives and beginning a new one.•		reflective, incarnate, empowerment, advent, rites of passage, baptism, confirmation
--	--------------	---	--	---

	Islam	<ul style="list-style-type: none"> • Muslims believe they should commit to Allah's will and that they attain a state of peace through obedience to Allah. • Muslims should pray 5 times a day (Salah), where rituals are performed such as saying certain words and performing certain actions. • Muslims must make a pilgrimage to Mecca at least once in their lifetime (Hajj) where many rituals are performed, such as circling seven times. • Rituals show Muslim's dedication to Allah. 	
	Buddhism	<ul style="list-style-type: none"> • Buddha taught Kisagotami • The Four Noble Truths: The truth of suffering (Dukkha) The truth of the origin of suffering (Samudāya) The truth of the cessation of suffering (Nirodha) The truth of the path to the cessation of suffering (Magga) • Buddha describes the Noble Eightfold Path as the middle way of moderation, between the extremes of sensual indulgence and self-mortification. • Following the Noble Eightfold Path leads to liberation in the form of nirvana. 	Four noble truths suffering cessation self-mortification