



## **RELIGIOUS EDUCATION PROGRESSION DOCUMENT**

Highfield Community Primary School

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## Religious Education Progression in EYFS

The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for Religious Education.

The most relevant statements for Religious Education are taken from the following religions of learning:

- Christianity
- Islam
- Hindu Dharma

Religious Education Progression	
<p>PSED:</p> <p>Understanding the world:</p>	<p><u>3-4 years old will be learning to:</u></p> <ul style="list-style-type: none"> <li>• Develop their sense of responsibility and membership of a community.</li> <li>• Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>• Continue developing positive attitudes about the differences between people.</li> </ul>
<p>PSED:</p> <p>Understanding the world:</p>	<p><u>Children in reception will be learning to:</u></p> <ul style="list-style-type: none"> <li>• See themselves as a valuable individual.</li> <li>• Build constructive and respectful relationships.</li> <li>• Express their feelings and consider the feelings of others.</li> <li>• Think about perspectives of others</li> <li>• Talk about members of their immediate family and community.</li> <li>• Name and describe people who are familiar to them.</li> <li>• Understand that some places are special to members of their community.</li> </ul>

	<ul style="list-style-type: none"> <li>• Recognise that people have different beliefs and celebrate special times in different ways.</li> </ul>	
ELG	Building relationships	<ul style="list-style-type: none"> <li>• Form positive attachments to adults and friendships with peers.</li> <li>• Show sensitivity to their own and to others' needs.</li> </ul>
Understanding the world	People, culture and communities	<ul style="list-style-type: none"> <li>• Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</li> </ul>
	Past and present	<ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society.</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>

## Religious Education

### Pre- National Curriculum

Phase 1 (P4)	Phase 2 (P5)	Phase 3 (P6)	Phase 4 (P7)	Phase 5 (P8)
<p>I understand 'yes' and 'no'</p> <p>I can show my emotions</p> <p>I am beginning to respond to the feelings of others</p> <p>I can join in with activities by initiating ritual actions and sounds over time</p> <p>I demonstrate an appreciation of stillness and quiet</p>	<p>I respond appropriately to simple questions about familiar religious events or experiences</p> <p>I can communicate simple meanings about familiar religious events or experiences</p> <p>I respond to a variety of new religious experiences</p> <p>I take part in small group activities</p> <p>I engage in moments of individual reflection e.g. calming/ stilling</p>	<p>I can express and communicate my feelings in different ways</p> <p>I respond to others in group situations</p> <p>I can co-operate when working in small groups</p> <p>I listen to, and begin to respond to familiar religious stories, poems and music</p> <p>I can make my own contributions to celebrations and festivals</p> <p>I can carry out ritualised actions in familiar circumstances</p> <p>I show concern and sympathy for others in distress e.g through gestures, facial expression, offering comfort</p> <p>I am beginning to be aware of my own influence on events</p>	<p>I listen to and follow religious stories.</p> <p>I can communicate my ideas about religion, life events and experiences in simple phrases</p> <p>I can evaluate my own work and behaviour in simple ways</p> <p>I am beginning to identify some actions as right or wrong based on consequences</p> <p>I can find out about aspects of religion through stories, music or drama</p> <p>I can answer questions about religion</p> <p>I am beginning to communicate my feelings about what is special to me</p> <p>I am beginning to understand that other people have needs</p>	<p>I can listen attentively to religious stories</p> <p>I can listen attentively to people talking about religion</p> <p>I am beginning to understand that religious stories carry moral and religious meaning</p> <p>I can communicate ideas, feelings and responses to experiences</p> <p>I can retell religious stories.</p> <p>I can communicate simple facts about important people in religions</p> <p>I can communicate simple facts about religion.</p> <p>I recognise the significance of religious artefacts, symbols and places</p>

		<p>I am beginning to be aware of my influences on other people</p>	<p>I have purposeful relationships with others in a group activity</p>	<p>I reflect on what makes me happy, sad, excited or lonely</p> <p>I can demonstrate an understanding of right or wrong in familiar situations</p> <p>I am sensitive to the needs and feelings of others</p> <p>I show respect towards myself</p> <p>I show respect towards others.</p> <p>I treat living things and the environment with care and concern</p>
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## Religious Education in KS1 and KS2

	Religious Education Progression			
	Christianity			
Year 1 – What do people say about God?	Beliefs and values	Living Religious Traditions	Shared Human Experiences	Search for Personal Meaning
	<b>RE Key Disciplinary Knowledge (Skills)</b> <ul style="list-style-type: none"> <li>• Give an example of a key belief and/or a religious story</li> <li>• Give an example of a core value or commitment</li> </ul>	<b>RE Key Disciplinary Knowledge (Skills)</b> <ul style="list-style-type: none"> <li>• Use some religious words and phrases to recognise and name features of religious traditions</li> <li>• Talk about the way that religious beliefs might influence the way a person behaves.</li> </ul>	<b>RE Key Disciplinary Knowledge (Skills)</b> <ul style="list-style-type: none"> <li>• Notice and show curiosity about people and how they live their lives</li> </ul>	<b>RE Key Disciplinary Knowledge (Skills)</b> <ul style="list-style-type: none"> <li>• Ask questions</li> <li>• Talk about their own experiences</li> </ul>

<p>Church</p> <p><u>Substantive Knowledge</u></p>	<ul style="list-style-type: none"> <li>• Know that some Christians welcome babies into God's family (the Church) with baptism ceremonies</li> <li>• • Talk about what it might mean to belong to the Church family</li> </ul>	<ul style="list-style-type: none"> <li>• Identify features of baptism - e.g. the font, candles, godparents</li> <li>• Talk about why parents might want to have their child baptised</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about what is means to belong to a family • Talk about the role of families in raising children</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about their own identity as part of a family and part of the school community</li> </ul>
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Jesus	<u>Substantive Knowledge</u>	<ul style="list-style-type: none"><li>• Know a simple version of the nativity story</li><li>• Talk about why Christians would say that Jesus is a special baby</li><li>• Talk about how different characters in the nativity welcome the baby Jesus</li></ul>	<ul style="list-style-type: none"><li>• Identify religious aspects of Christmas celebrations</li><li>• Talk about why Christmas is a special time for Christians</li></ul>	<ul style="list-style-type: none"><li>• Consider how and why babies might be special - and why they need love and care</li><li>• Talk about the importance of looking after those who cannot help themselves</li></ul>	<ul style="list-style-type: none"><li>• Talk about their own beginnings and how they were welcomed into the family</li><li>• Reflect on who has helped them in life so far</li></ul>
		<ul style="list-style-type: none"><li>• Know that Christians refer to God as 'Father'</li><li>• Talk about why Christians might compare God to a loving parent</li></ul>	<ul style="list-style-type: none"><li>• Talk about how and why Christians might want to talk to God (prayer)</li><li>• Suggest symbolic meanings of rituals and items used in Christian prayer</li></ul>	<ul style="list-style-type: none"><li>• Talk about the importance of love in families</li><li>• Talk about the ways in which they are cared for and supported by family members</li></ul>	<ul style="list-style-type: none"><li>• Reflect on their own role within the family</li><li>• Discuss who they can talk to when they are happy/sad/ worried</li></ul>
Vocabulary		Church, Jesus, God, daily bread, rosemary beads, parable, Christmas, religion, forgiveness, advent, carols, symbolic, font, candles.			



	Religious Education Progression			
	Christianity			
Year 2 - How do we respond to the things that really matter?	Beliefs and values	Living Religious Traditions	Shared Human Experiences	Search for Personal Meaning
	<b>RE Key Disciplinary Knowledge (Skills)</b> <ul style="list-style-type: none"> <li>• Retell and suggest meanings for religious stories and/or beliefs</li> <li>• Use some religious words and phrases when talking about beliefs and values</li> </ul>	<b>RE Key Disciplinary Knowledge (Skills)</b> <ul style="list-style-type: none"> <li>• Identify and describe how religion is expressed in different ways</li> <li>• Suggest the symbolic meaning of imagery and actions</li> </ul>	<b>RE Key Disciplinary Knowledge (Skills)</b> <ul style="list-style-type: none"> <li>• Identify things that influence a person's sense of identity and belonging</li> </ul>	<b>RE Key Disciplinary Knowledge (Skills)</b> <ul style="list-style-type: none"> <li>• Ask relevant questions</li> <li>• Talk about their own identity and values</li> </ul>

<p>Church</p> <p><u>Substantive Knowledge</u></p>	<ul style="list-style-type: none"> <li>• Suggest beliefs and values that might unite the Christian community</li> <li>• Talk about why some Christians might think it is important to come together to worship God</li> </ul>	<ul style="list-style-type: none"> <li>• Identify symbols (images and actions) used in Christian worship</li> <li>• Talk about how and why symbols might be used in Christianity</li> <li>• Identify and describe features of a church</li> </ul>	<ul style="list-style-type: none"> <li>• Identify signs and symbols in the world around them</li> <li>• Talk about the school logo - what values it might represent and how it might unite the school community</li> </ul>	<ul style="list-style-type: none"> <li>• Ask thoughtful questions about signs and symbols</li> <li>• Talk about communities that they belong to - and how they show their commitment to these communities</li> </ul>
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<p>Jesus</p> <p><u>Substantive Knowledge</u></p>	<ul style="list-style-type: none"> <li>• Suggest what Christians might mean when they refer to Jesus as 'the Light of the world'</li> <li>• Talk about the different titles that might be given to Jesus - Christ/Messiah/Saviour/Son of God</li> </ul>	<ul style="list-style-type: none"> <li>• Identify ways in which Christians might use light as part of their Christmas celebrations (advent candles, candle-light services, Christingle) - and the symbolic meaning</li> <li>• Talk about the different ways that Christians might celebrate Christmas</li> </ul>	<ul style="list-style-type: none"> <li>• Identify different ways that humans use light</li> <li>• Discuss the importance of light - as a source of comfort, security and hope</li> <li>• Talk about how and why light might be an important symbol</li> </ul>	<ul style="list-style-type: none"> <li>• Ask questions about the value of sources of light in their own lives</li> <li>• Talk about the people who provide comfort, security and hope for them</li> <li>• Suggest ways in which they might be a light for others</li> </ul>
<p>God</p> <p><u>Substantive Knowledge</u></p>	<ul style="list-style-type: none"> <li>• Retell (simply) the Genesis 1 story of creation</li> <li>• Suggest why Christians might think it is important to look after the world</li> </ul>	<ul style="list-style-type: none"> <li>• Suggest ways that Christians might express their concern for the natural world</li> <li>• Describe how and why Christians might thank God for creation at Harvest festivals</li> </ul>	<ul style="list-style-type: none"> <li>• Identify ways in which humans use (and abuse) the natural world</li> <li>• Talk about why our planet should matter to all humans - and how this should</li> </ul>	<ul style="list-style-type: none"> <li>• Reflect on their own use of the world's resources</li> <li>• Ask questions about what they can do to show that they care about the world</li> </ul>

Vocabulary			influence our behaviour	
	Genesis, hymn, creation, font, altar, pews, pulpit, lectern, communities, Christingle, stained glass window			

	Religious Education Progression			
	Christianity			
Year 3 - Who should we follow?	Beliefs and values	Living Religious Traditions	Shared Human Experiences	Search for Personal Meaning
	<b>RE Key Disciplinary Knowledge (Skills)</b> <ul style="list-style-type: none"> <li>• Show awareness of similarities in religions</li> <li>• Identify beliefs and values contained within a story/ teaching</li> <li>• Identify the impact religion has on a believer</li> </ul>	<b>RE Key Disciplinary Knowledge (Skills)</b> <ul style="list-style-type: none"> <li>• Identify how religion is expressed in different ways</li> <li>• Use religious terms to describe how people might express their beliefs</li> </ul>	<b>RE Key Disciplinary Knowledge (Skills)</b> <ul style="list-style-type: none"> <li>• Describe how some people, events and sources of wisdom have influenced and inspired others</li> </ul>	<b>RE Key Disciplinary Knowledge (Skills)</b> <ul style="list-style-type: none"> <li>• In relation to matters of right and wrong, recognise their own and others' values</li> <li>• Discuss own questions and responses related to the question 'who should we follow - and why?'</li> </ul>

<p>Church</p> <p><u>Substantive Knowledge</u></p>	<ul style="list-style-type: none"> <li>• Know what Christians mean by the Holy Spirit</li> <li>• Suggest how belief in the Holy Spirit as God's presence in the world might have an impact on individuals and communities</li> <li>• Identify Christian values exemplified in the gifts of the Spirit</li> </ul>	<ul style="list-style-type: none"> <li>• Identify how beliefs about the Holy Spirit might influence forms of worship in a range of Christian denominations</li> <li>• Describe how and why Pentecost is celebrated</li> <li>• Describe why some Christians might take part in a procession of witness</li> </ul>	<ul style="list-style-type: none"> <li>• Describe aspects of being human that we should be proud of</li> <li>• Discuss what it means to be a successful human - and the different measures of success that might be applied</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss their own sense of value and what is good/unique about being them</li> <li>• Reflect on the people that they value in their lives - and how they show their appreciation</li> </ul>
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<p>Jesus</p> <p><u>Substantive Knowledge</u></p>	<ul style="list-style-type: none"> <li>• Know what is meant by discipleship</li> <li>• Know about the people who became disciples of Jesus - and suggest why these people decided to follow Jesus</li> <li>• Identify beliefs and values within religious teachings (e.g. 'Follow me and I will make you fishers of men' - Matt 4:19)</li> </ul>	<ul style="list-style-type: none"> <li>• Describe how and why Christians might try to follow the example of Jesus through mission and charity work</li> <li>• Describe the work of one Christian organisation that aims to help people, and how this work is an expression of their Christian beliefs</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about what it means to have charisma</li> <li>• Describe what makes a good leader and why people might want to follow him/her</li> <li>• Discuss what motivates people to want to make a difference</li> </ul>	<ul style="list-style-type: none"> <li>• Reflect on their own leadership abilities</li> <li>• Discuss their own desires to make a difference in the world/ in their communities</li> </ul>
<p>God</p> <p><u>Substantive Knowledge</u></p>	<ul style="list-style-type: none"> <li>• Know that the Abrahamic faiths believe in prophets (and that many of these are shared across the three religions)</li> <li>• Identify Christian beliefs and values contained within stories of the prophets (e.g. Noah, Abraham, Moses, Jonah)</li> </ul>	<ul style="list-style-type: none"> <li>• Identify Christians who might be described as people who listened to and followed God</li> <li>• Describe how and why some Christians might devote their lives to serving God</li> </ul>	<ul style="list-style-type: none"> <li>• Identify inspirational people/ role models for the world today</li> <li>• Describe the qualities that inspirational people might have</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss who makes a good role model and why</li> <li>• Raise and discuss questions about following others - including both positive and negative responses</li> </ul>

Vocabulary	<ul style="list-style-type: none"> <li>• Suggest why these prophets chose to listen to and follow God</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about what is meant by a sense of vocation</li> </ul>		
	Prophet, devote, vacation, role model, qualities, beliefs, values, charitable, wisdom, guidance, leaders, influence, duty, salvation. discipleship, charisma, vocation			



	Religious Education Progression			
	Christianity			
Year 4 - How should we live our lives?	Beliefs and values	Living Religious Traditions	Shared Human Experiences	Search for Personal Meaning
	<b>RE Key Disciplinary Knowledge (Skills)</b> <ul style="list-style-type: none"> <li>Describe what a believer might learn from a religious teaching/ story</li> <li>Make links between ideas about morality and sources of authority</li> </ul>	<b>RE Key Disciplinary Knowledge (Skills)</b> <ul style="list-style-type: none"> <li>Describe the impact religion has on believers' lives</li> <li>Explain the deeper meaning and symbolism for specific religious practices</li> </ul>	<b>RE Key Disciplinary Knowledge (Skills)</b> <ul style="list-style-type: none"> <li>Consider the range of beliefs, values and lifestyles that exist in society</li> <li>Discuss how people make decisions about how to live their lives</li> </ul>	<b>RE Key Disciplinary Knowledge (Skills)</b> <ul style="list-style-type: none"> <li>Reflect on their own personal sources of wisdom and authority</li> </ul>

<p>Church</p> <p><u>Substantive Knowledge</u></p>	<ul style="list-style-type: none"> <li>• Retell some of the main parables of Jesus</li> <li>• Explain how and why these might be an important source of guidance for Christians</li> <li>• Suggest ways that Christians might put these teachings into action in the 21st century</li> </ul>	<p>Describe and explain (with examples)</p> <p>Christian attitudes about how to treat others</p> <ul style="list-style-type: none"> <li>• Explain the importance of love for all (agape) as part of Christian life, and the ways that this might be expressed</li> </ul>	<ul style="list-style-type: none"> <li>• Explain (with examples) how and why people might use stories to pass on wisdom and guidance</li> <li>• Discuss how and why fables might be an important aspect of human history and culture</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss examples of wisdom and guidance that they have learnt from stories</li> <li>• Consider what messages/words of wisdom they would want to pass on to future generations - and how they would do this</li> </ul>
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<p>Jesus</p> <p><u>Substantive Knowledge</u></p>	<ul style="list-style-type: none"> <li>• Retell the story of Jesus in the wilderness</li> <li>• Identify Christian beliefs about Jesus reflected in this story</li> <li>• Suggest why sacrifice might be an important Christian value (linked to beliefs and teachings about Jesus)</li> </ul>	<ul style="list-style-type: none"> <li>• Describe what a Christian might do during Lent and why</li> <li>• Explain what is meant by sacrificial love - agape - and give examples of how Christians might do this</li> <li>• Discuss Christians who have been examples of sacrificial love (e.g. Martin Luther King, Oscar Romero) and how they were motivated by their faith</li> </ul>	<ul style="list-style-type: none"> <li>• Consider differing attitudes and responses to the concept of sacrifice (both positive and negative)</li> <li>• Discuss why many people are willing to make sacrifices for the people they love</li> <li>• Discuss why some people may be willing to make a sacrifice for someone they don't even know</li> </ul>	<ul style="list-style-type: none"> <li>• Give examples of acts of sacrifice that have been done by or for them</li> <li>• Discuss who or what they would be prepared to make sacrifices for</li> <li>• Consider the value of sacrifice - as an expression of love and commitment</li> </ul>
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<p>God</p> <p><u>Substantive Knowledge</u></p>	<ul style="list-style-type: none"> <li>• Explore different Christian beliefs about the Bible as the word of God</li> <li>• Explain why the Bible can be described as a library and give examples of the different types of writings found in the Bible</li> <li>• Describe why some Christians might view the Bible as an important source of authority and moral guidance</li> </ul>	<ul style="list-style-type: none"> <li>• Explain why Christians might have different views about how to interpret and apply the Bible</li> <li>• Explain why Christians might also look to other sources of authority when making decisions about how to live (e.g. church leaders, prayer, conscience)</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss why people might have different views about what is right and wrong - and where these views might come from</li> <li>• Describe the different sources of authority that humans might look to when making decisions about how to live their lives</li> </ul>	<ul style="list-style-type: none"> <li>• Reflect on their own understanding of morality and where it comes from</li> <li>• Raise questions and discuss responses to different ideas about how to live well</li> </ul>
<p>Vocabulary</p>	<p>New Testament, prophecy, scripture, Old Testament, gospel, morality, wisdom, authority, parables, guidance, fables, sacrificial. Sacrifice, conscience</p>			

	Religious Education Progression			
	Christianity			
Year 5 - Where can we find guidance about how to live our lives?	Beliefs and values	Living Religious Traditions	Shared Human Experiences	Search for Personal Meaning
	<b>RE Key Disciplinary Knowledge (Skills)</b> <ul style="list-style-type: none"> <li>• Make links between beliefs and sacred texts, including how and why religious sources are used to teach and guide believers</li> <li>• Explain the impact of beliefs and values - including reasons for diversity</li> </ul>	<b>RE Key Disciplinary Knowledge (Skills)</b> <ul style="list-style-type: none"> <li>• Explain differing forms of expression and why these might be used</li> <li>• Describe diversity of religious practices and lifestyle within the religious tradition</li> <li>• Interpret the deeper meaning of symbolism contained in stories, images and actions</li> </ul>	<b>RE Key Disciplinary Knowledge (Skills)</b> <ul style="list-style-type: none"> <li>• Explain (with appropriate examples) where people might seek wisdom and guidance</li> <li>• Consider the role of rules and guidance in uniting communities</li> </ul>	<b>RE Key Disciplinary Knowledge (Skills)</b> <ul style="list-style-type: none"> <li>• Discuss and debate the sources of guidance available to them</li> <li>• Consider the value of differing sources of guidance</li> </ul>

Church  <u>Substantive Knowledge</u>				
	<ul style="list-style-type: none"> <li>• Describe what Christians mean when they talk about one God in Trinity</li> <li>• Identify the beliefs contained within the Apostle's Creed</li> <li>• Explain why the Christian community (The Church) might want/need an agreed statement of belief</li> </ul>	<ul style="list-style-type: none"> <li>• Describe and explain the meaning of a range of symbols that might be used for the Trinity</li> <li>• Explain how symbols might unite the worldwide Christian Church</li> <li>• Describe the role of places like Taizé where Christians from different backgrounds might come together to worship</li> </ul>	<ul style="list-style-type: none"> <li>• Consider what we mean by sources of authority. Give examples of sources of authority that might guide individuals and communities - and the value of these as guidance for life</li> <li>• Discuss different responses to sources of authority</li> </ul>	<ul style="list-style-type: none"> <li>• Raise meaningful questions about things that puzzle them</li> <li>• Differentiate between questions that can be answered factually and those that have a range of answers, including personal beliefs and values</li> </ul>

<p>Jesus</p> <p><u>Substantive Knowledge</u></p>	<ul style="list-style-type: none"> <li>• Describe Christian beliefs about miracles as 'signs' of the divinity of Jesus</li> <li>• Retell a selection of miracle stories - and explain what these might reveal to Christians about the nature of Jesus</li> </ul>	<ul style="list-style-type: none"> <li>• Describe why some Christians might go on pilgrimage to places associated with miraculous events</li> <li>• Explain the impact that belief in miracles and the power of prayer might have on a Christian</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the difference between fact, opinion and belief</li> <li>• Consider differing interpretations of the word miracle - i.e. an amazing event, a very lucky experience, a strange coincidence, an act of God</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss their own beliefs - is there anything that they accept as truth which others may not agree with?</li> <li>• Reflect on how they make decisions about what is/is not true</li> </ul>
<p>God</p> <p><u>Substantive Knowledge</u></p>	<ul style="list-style-type: none"> <li>• Describe Christian beliefs about sin and forgiveness</li> <li>• Describe and explain the teaching from Genesis 3 - of how Adam and Eve disobeyed God</li> <li>• Suggest different ways that this story might be understood by Christians</li> </ul>	<ul style="list-style-type: none"> <li>• Describe and explain how and why Christians might use the Lord's Prayer</li> <li>• Analyse and interpret the Lord's Prayer - and what guidance it provides for Christians</li> <li>• Suggest things that might lead Christians into temptation in the</li> </ul>	<ul style="list-style-type: none"> <li>• Consider the different ways that myth and stories are and used</li> <li>• Explain how a 'truth' might be contained within a story</li> </ul>	<ul style="list-style-type: none"> <li>• Consider how they decide what is 'true' - and how there might be different types of truth (e.g. empirical truth, historical truth, spiritual truth)</li> <li>• Discuss and debate things that they consider to be true that others might disagree with</li> </ul>

Vocabulary		modern world - and how and why they might try to resist these temptations		
	Temptation, forgiveness, sin, moral, prayer, redemption, <i>Genesis</i> , Parable, creation, commandments, temptation, empirical, spiritual, historical			



	Religious Education Progression			
	Christianity			
Year 6 - Is life like a journey?	Beliefs and values	Living Religious Traditions	Shared Human Experiences	Search for Personal Meaning
	<b>RE Key Disciplinary Knowledge (Skills)</b> <ul style="list-style-type: none"> <li>Analyse beliefs, teachings and values and how they are linked</li> <li>Explain how the beliefs and values of a religious tradition might guide a believer through the journey of life</li> <li>Explain the impact of beliefs, values and practices - including differences between and within religious traditions.</li> </ul>	<b>RE Key Disciplinary Knowledge (Skills)</b> <ul style="list-style-type: none"> <li>Use developing religious vocabulary to describe and show understanding of religious traditions, including practices, rituals and experiences</li> <li>Explain differing ideas about religious expression.</li> </ul>	<b>RE Key Disciplinary Knowledge (Skills)</b> <ul style="list-style-type: none"> <li>Consider what makes us human - in terms of our beliefs and values, relationships with others and sense of identity and belonging</li> <li>Discuss how people change during the journey of life.</li> </ul>	<b>RE Key Disciplinary Knowledge (Skills)</b> <ul style="list-style-type: none"> <li>Raise, discuss and debate questions about identity, belonging, meaning, purpose, truth, values and commitments</li> <li>Develop own views and ideas in response to learning</li> <li>Demonstrate increasing self-awareness in their own personal development.</li> </ul>

<p>Church</p> <p><u>Substantive Knowledge</u></p>	<p>Explain how beliefs about the death and resurrection of Jesus might affect the life of a Christian</p> <ul style="list-style-type: none"> <li>• Explain (simply) Christian beliefs about salvation</li> <li>• Explain how Christian beliefs about life after death might affect a believer's sense of purpose and behaviour throughout the journey of life</li> </ul>	<ul style="list-style-type: none"> <li>• 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)</li> <li>• Analyse Christian teachings about the importance of forgiveness and examples of people who have put these teachings into practice</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss differing ideas and opinions about the purpose of human life - and how these beliefs might influence relationships with others</li> <li>• Discuss the importance of saying sorry and forgiveness in maintaining relationships with others</li> </ul>	<ul style="list-style-type: none"> <li>• Raise questions about the meaning and purpose of life and explain their own ideas and opinions (including influences)</li> <li>• Reflect on the benefits and difficulties of forgiveness</li> </ul>
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<p>Jesus</p> <p><u>Substantive Knowledge</u></p>	<ul style="list-style-type: none"> <li>• Retell the events leading up to and including the death of Jesus</li> <li>• Explain how beliefs about the suffering, death and resurrection of Jesus might guide and comfort a Christian during difficult times in their own life</li> </ul>	<ul style="list-style-type: none"> <li>• Explain how and why Christian individuals and communities might celebrate the events of Holy Week</li> <li>• Use religious vocabulary to describe and explain the Eucharist</li> <li>• Explain different Christian beliefs about the Eucharist and its importance</li> </ul>	<ul style="list-style-type: none"> <li>• Consider how people might mature and become stronger through overcoming difficulties</li> <li>• Consider the value of being part of a community on the 'journey of life'</li> </ul>	<ul style="list-style-type: none"> <li>• Raise questions and discuss the extent to which they agree that 'suffering makes you stronger' • Discuss own experiences and attitudes towards the importance of having companionship on the journey of life</li> </ul>
<p>God</p> <p><u>Substantive Knowledge</u></p>	<ul style="list-style-type: none"> <li>• Explain how rituals (sacraments/ rites of passage) might reflect Christian beliefs about their relationship with God</li> <li>• Explain how these rituals might differ between different denominations (e.g. infant baptism and believer's baptism)</li> </ul>	<ul style="list-style-type: none"> <li>• Analyse the important of Christian rites of passage as an expression of faith and commitment</li> <li>• Use religious vocabulary to explain the symbolism of words and actions used within rituals and ceremonies</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss how people change during the course of their lifetime - and the key events that humans might mark on the journey of life</li> <li>• Consider the value of celebrating landmarks in life</li> </ul>	<ul style="list-style-type: none"> <li>• Ask and respond thoughtfully to questions about how they have changed during their life so far - and how they might continue to change</li> <li>• Discuss where they might find wisdom and guidance to help prepare them for</li> </ul>

<u>Vocabulary</u>			- for individuals and communities	the changes and responsibilities of different stages of life
	Rituals, self-awareness, resurrection, Eucharist, confession, repentance, atonement, reconciliation, companionship, denominations			

	Religious Education Progression			
	Islam			
Year 1 - What do people say about God?	Beliefs and values	Living Religious Traditions	Shared Human Experiences	Search for Personal Meaning
	<b>RE Key Disciplinary Knowledge (Skills)</b> <ul style="list-style-type: none"> <li>• Give an example of a key belief and/or a religious story</li> <li>• Give an example of a core value or commitment</li> </ul>	<b>RE Key Disciplinary Knowledge (Skills)</b> <ul style="list-style-type: none"> <li>• Use some religious words and phrases to recognise and name features of religious traditions</li> <li>• Talk about the way that religious beliefs might influence the way a person behaves</li> </ul>	<b>RE Key Disciplinary Knowledge (Skills)</b> <ul style="list-style-type: none"> <li>• Notice and show curiosity about people and how they live their lives</li> </ul>	<b>RE Key Disciplinary Knowledge (Skills)</b> <ul style="list-style-type: none"> <li>• Ask questions</li> </ul>

<p><u>Substantive Knowledge</u></p>	<ul style="list-style-type: none"> <li>• Know that Muslims believe in one God (Allah)</li> <li>• Know that Muslims believe the world was created by God</li> <li>• Talk about why Muslims might value the natural world</li> </ul>	<ul style="list-style-type: none"> <li>• Know that Islam teaches that humans should be caretakers (stewards/Khalifahs) of the planet</li> <li>• Suggest how Muslims might show respect for God by caring for the natural world</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about their own experiences and feelings about the natural world and what they have noticed about the way that humans treat it</li> </ul>	<ul style="list-style-type: none"> <li>• Reflect on how they treat the natural world - and if they have a duty to look after it</li> </ul>
<p><u>Vocabulary</u></p>	<p>Natural, stewards, khalifahs, respect, duty</p>			

	Religious Education Progression			
	Islam			
Year 2- How do we respond to the things that really matter?	Beliefs and values	Living Religious Traditions	Shared Human Experiences	Search for Personal Meaning
	<b>RE Key Disciplinary Knowledge (Skills)</b> <ul style="list-style-type: none"> <li>• Retell and suggest meanings for religious stories and/or beliefs</li> <li>• Use some religious words and phrases when talking about beliefs and values</li> </ul>	<b>RE Key Disciplinary Knowledge (Skills)</b> <ul style="list-style-type: none"> <li>• Identify and describe how religion is expressed in different ways</li> <li>• Suggest the symbolic meaning of imagery and actions</li> </ul>	<b>RE Key Disciplinary Knowledge (Skills)</b> <ul style="list-style-type: none"> <li>• Identify things that influence a person's sense of identity and belonging</li> </ul>	<b>RE Key Disciplinary Knowledge (Skills)</b> <ul style="list-style-type: none"> <li>• Ask relevant questions</li> <li>• Talk about their own identity and values</li> </ul>

<u>Substantive Knowledge</u>	<ul style="list-style-type: none"> <li>• Suggest why Muslims believe that it is important to respect God</li> <li>• Talk about why Muslims would want to show their gratitude to God</li> <li>• Know that submission to God is an important aspect of Islamic life</li> </ul>	<ul style="list-style-type: none"> <li>• Identify that Islamic beliefs about God motivate most Muslims to pray on a regular basis</li> <li>• Describe the rituals of Islamic prayer (salah), including wudhu and use of a prayer mat</li> <li>• Suggest how making time for the five daily prayers is an act of submission</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about the ways in which shared rituals might unite communities (make links with the way that the Islamic community - the Ummah - is united by prayer)</li> <li>• Identify ways in which humans show their gratitude</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about the things they do on a regular basis as a sign of their commitment and belonging</li> <li>• Reflect on who they should be grateful to and how they show this</li> </ul>
<u>Vocabulary</u>	Gratitude, submission, rituals, belonging			



	Religious Education Progression			
	Islam			
Year 3 - Who should we follow?	Beliefs and values	Living Religious Traditions	Shared Human Experiences	Search for Personal Meaning
	<b>RE Key Disciplinary Knowledge (Skills)</b> <ul style="list-style-type: none"> <li>• Show awareness of similarities in religions</li> <li>• Identify beliefs and values contained within a story/teaching</li> <li>• Identify the impact religion has on a believer</li> </ul>	<b>RE Key Disciplinary Knowledge (Skills)</b> <ul style="list-style-type: none"> <li>• Identify how religion is expressed in different ways</li> <li>• Use religious terms to describe how people might express their beliefs</li> </ul>	<b>RE Key Disciplinary Knowledge (Skills)</b> <ul style="list-style-type: none"> <li>• Describe how some people, events and sources of wisdom have influenced and inspired others</li> </ul>	<b>RE Key Disciplinary Knowledge (Skills)</b> <ul style="list-style-type: none"> <li>• In relation to matters of right and wrong, recognise their own and others' values</li> <li>• Discuss own questions and responses related to the question 'who should we follow - and why?'</li> </ul>

<u>Substantive Knowledge</u>	<ul style="list-style-type: none"> <li>• Develop and understanding of the importance of founders and leaders for religious communities • Identify Islamic beliefs and values contained within the story of the life of the Prophet Muhammad (pbuh)</li> <li>• Describe how a Muslim might try to follow the teachings and example of the Prophet Muhammad (pbuh)</li> </ul>	<ul style="list-style-type: none"> <li>• Describe and give reasons for the Islamic practice of Zakah</li> <li>• Suggest why charity might be important to a Muslim - and the different ways that a Muslim might try to be charitable</li> </ul>	<ul style="list-style-type: none"> <li>• Identify characteristics of a good role model</li> <li>• Discuss how good role models can have a positive impact on individuals, communities and societies</li> </ul>	<ul style="list-style-type: none"> <li>• Reflect on their own aspirations for themselves and others</li> <li>• Ask questions and suggest answers about how they can try to make the world a better place</li> </ul>
<u>Vocabulary</u>	Founders, leaders, Prophet, teachings, characteristics, societies, aspirations			

	Religious Education Progression			
	Islam			
Year 4 - How should we live our lives?	Beliefs and values	Living Religious Traditions	Shared Human Experiences	Search for Personal Meaning
	<b>RE Key Disciplinary Knowledge (Skills)</b> <ul style="list-style-type: none"> <li>• Describe what a believer might learn from a religious teaching/ story</li> <li>• Make links between ideas about morality and sources of authority</li> </ul>	<b>RE Key Disciplinary Knowledge (Skills)</b> <ul style="list-style-type: none"> <li>• Describe the impact religion has on believers' lives</li> <li>• Explain the deeper meaning and symbolism for specific religious practices</li> </ul>	<b>RE Key Disciplinary Knowledge (Skills)</b> <ul style="list-style-type: none"> <li>• Consider the range of beliefs, values and lifestyles that exist in society • Discuss how people make decisions about how to live their lives</li> </ul>	<b>RE Key Disciplinary Knowledge (Skills)</b> <ul style="list-style-type: none"> <li>• Reflect on their own personal sources of wisdom and authority</li> </ul>

<p><u>Substantive Knowledge</u></p>	<ul style="list-style-type: none"> <li>• Explore Islamic teachings about Ramadan from the Qur'an</li> <li>• Make links between Islamic values and the beliefs explored so far in their study of Islam</li> </ul>	<ul style="list-style-type: none"> <li>• Use subject specific language to describe how and why Muslims fast at Ramadan</li> <li>• Explain the importance of Ramadan in the context of the Five Pillars of Islam</li> <li>• Consider the impact that fasting might have on individuals, families and communities</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss (with relevant examples) the importance of showing commitment to a belief, value or community</li> <li>• Consider the role of sacrifice within religion and communities</li> </ul>	<ul style="list-style-type: none"> <li>• Reflect on their own beliefs, values and commitments</li> <li>• Consider and discuss how they demonstrate their personal commitments</li> </ul>
<p><u>Vocabulary</u></p>	<p>Ramadan, fasting, sacrifice</p>			

	Religious Education Progression			
	Islam			
Year 5 - Where can we find guidance about how to live our lives?	Beliefs and values	Living Religious Traditions	Shared Human Experiences	Search for Personal Meaning
	<b>RE Key Disciplinary Knowledge (Skills)</b> <ul style="list-style-type: none"> <li>• Make links between beliefs and sacred texts, including how and why religious sources are used to teach and guide believers</li> <li>• Explain the impact of beliefs and values - including reasons for diversity</li> </ul>	<b>RE Key Disciplinary Knowledge (Skills)</b> <ul style="list-style-type: none"> <li>• Explain differing forms of expression and why these might be used</li> <li>• Describe diversity of religious practices and lifestyle within the religious tradition</li> <li>• Interpret the deeper meaning of symbolism - contained in stories, images and actions</li> </ul>	<b>RE Key Disciplinary Knowledge (Skills)</b> <ul style="list-style-type: none"> <li>• Explain (with appropriate examples) where people might seek wisdom and guidance</li> <li>• Consider the role of rules and guidance in uniting communities</li> </ul>	<b>RE Key Disciplinary Knowledge (Skills)</b> <ul style="list-style-type: none"> <li>• Discuss and debate the sources of guidance available to them</li> <li>• Consider the value of differing sources of guidance</li> </ul>

<p><u>Substantive Knowledge</u></p>	<ul style="list-style-type: none"> <li>• Explore Islamic beliefs about the Qur'an as the word of God</li> <li>• Explain how and why the Qur'an is a source of guidance for life for a Muslim</li> <li>• Explain the impact of believing that the Qur'an is divine revelation</li> <li>• Describe and explain what Muslims believe when they describe Muhammad (pbuh) as the seal of the prophets</li> </ul>	<ul style="list-style-type: none"> <li>• Explain how and why Muslims might commemorate the Night of Power</li> <li>• Describe and explain a variety of ways that Muslims might show respect for the Qur'an - and how this symbolises their respect for God</li> <li>• Explain how the teachings of the Qur'an might influence the actions and choices of a Muslim</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss where people might look to for guidance about how to live - consider a range of sources of wisdom and authority</li> <li>• Suggest when and why people might want guidance about how to live</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss who or what has guided them in their own beliefs, values and commitments</li> <li>• Reflect on what 'ultimate authority' might mean for them</li> </ul>
<p><u>Vocabulary</u></p>	<p>Guidance, divine revelation, seal, commemorate, wisdom, authority, ultimate authority</p>			

	Religious Education Progression			
	Islam			
Year 6 - Is life like a journey?	Beliefs and values	Living Religious Traditions	Shared Human Experiences	Search for Personal Meaning
	<b>RE Key Disciplinary Knowledge (Skills)</b> <ul style="list-style-type: none"> <li>Analyse beliefs, teachings and values and how they are linked</li> <li>Explain how the beliefs and values of a religious tradition might guide a believer through the journey of life</li> <li>Explain the impact of beliefs, values and practices - including differences between and within religious traditions</li> </ul>	<b>RE Key Disciplinary Knowledge (Skills)</b> <ul style="list-style-type: none"> <li>Use developing religious vocabulary to describe and show understanding of religious traditions, including practices, rituals and experiences</li> <li>Explain differing ideas about religious expression</li> </ul>	<b>RE Key Disciplinary Knowledge (Skills)</b> <ul style="list-style-type: none"> <li>Consider what makes us human - in terms of our beliefs and values, relationships with others and sense of identity and belonging</li> <li>Discuss how people change during the journey of life</li> </ul>	<b>RE Key Disciplinary Knowledge (Skills)</b> <ul style="list-style-type: none"> <li>Raise, discuss and debate questions about identity, belonging, meaning, purpose, truth, values and commitments</li> <li>Develop own views and ideas in response to learning</li> <li>Demonstrate increasing selfawareness in their own personal development</li> </ul>

<p><u>Substantive Knowledge</u></p>	<ul style="list-style-type: none"> <li>• Analyse the Five Pillars of Islam and how they are linked</li> <li>• Explain how the beliefs and values of Islam might guide a person through life</li> <li>• Explain the importance of the Ummah for Muslims and that this is a community of diverse members</li> </ul>	<ul style="list-style-type: none"> <li>• Describe and explain the importance of Hajj, including the practices, rituals and impact</li> <li>• Explain how a person might change once becoming a hajji</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the various events that might happen on the journey of life and how people might change over the course of their life</li> <li>• Consider what support people might need on life's journey</li> </ul>	<ul style="list-style-type: none"> <li>• Ask and respond thoughtfully to questions about their own journey of life - consider how they have changed so far, how they will continue to change and the support and guidance that might be needed</li> </ul>
<p><u>Vocabulary</u></p>	<p>Ummah, diverse, rituals, practices, pilgrimage</p>			



	Religious Education Progression			
	Hindu Dharma			
Year 1 - What do people say about God?	Beliefs and values	Living Religious Traditions	Shared Human Experiences	Search for Personal Meaning
	<b>RE Key Disciplinary Knowledge (Skills)</b> <ul style="list-style-type: none"> <li>• Give an example of a key belief and/or a religious story</li> <li>• Give an example of a core value or commitment</li> </ul>	<b>RE Key Disciplinary Knowledge (Skills)</b> <ul style="list-style-type: none"> <li>• Use some religious words and phrases to recognise and name features of religious traditions</li> <li>• Talk about the way that religious beliefs might influence the way a person behaves</li> </ul>	<b>RE Key Disciplinary Knowledge (Skills)</b> <ul style="list-style-type: none"> <li>• Notice and show curiosity about people and how they live their lives</li> </ul>	<b>RE Key Disciplinary Knowledge (Skills)</b> <ul style="list-style-type: none"> <li>• Ask questions</li> </ul>

Substantive  
Knowledge

- Know that Hindus believe in one God in many forms
- Know that Hindus believe that God is present in all living things
- Suggest what Hindus might learn about God from the story of the blind men and the elephant

- Talk about how and why Hindus might use statues and images (murtis) in their worship
- Suggest symbolic meanings expressed in the images

- Talk about the different ways that people can be seen and described
- Consider how people might have multiple roles

- Reflect on how others might see them
- Talk about the different roles that they might have (friend, child, brother/sister etc.)

Vocabulary

Living, forms, blind, statues, symbolic, murtis, roles, reflect

	Religious Education Progression			
	Hindu Dharma			
Year 2 - How do we respond to the things that really matter?	Beliefs and values	Living Religious Traditions	Shared Human Experiences	Search for Personal Meaning
	<b>RE Key Disciplinary Knowledge (Skills)</b> <ul style="list-style-type: none"> <li>• Retell and suggest meanings for religious stories and/or beliefs</li> <li>• Use some religious words and phrases when talking about beliefs and values</li> </ul>	<b>RE Key Disciplinary Knowledge (Skills)</b> <ul style="list-style-type: none"> <li>• Identify and describe how religion is expressed in different ways</li> <li>• Suggest the symbolic meaning of imagery and actions</li> </ul>	<b>RE Key Disciplinary Knowledge (Skills)</b> <ul style="list-style-type: none"> <li>• Identify things that influence a person's sense of identity and belonging</li> </ul>	<b>RE Key Disciplinary Knowledge (Skills)</b> <ul style="list-style-type: none"> <li>• Ask relevant questions</li> <li>• Talk about their own identity and values</li> </ul>

<p><u>Substantive Knowledge</u></p>	<ul style="list-style-type: none"> <li>• Know that Hindus believe in one God (Brahman) who can be worshipped in many forms</li> <li>• Know that these forms (the deities) have different qualities and are portrayed in different ways</li> <li>• Suggest why Hindus might believe that it is important to show devotion to the deities</li> </ul>	<ul style="list-style-type: none"> <li>• Know that Hindus might worship at a Mandir and/or the home shrine</li> <li>• Suggest why worship in the home might be important</li> <li>• Describe the meaning and symbolism of items used in worship (e.g. arti lamp, items on the puja tray)</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about qualities that make some people special</li> <li>• Identify ways in which humans show their gratitude to the people who matter in their lives</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about who is special to them and why</li> <li>• Reflect on who they should be grateful to and how they might show this in words and actions</li> </ul>
<p><u>Vocabulary</u></p>	<p>Worshipped, forms, deities, qualities, portrayed, symbolism, gratitude, special, qualities</p>			

	Religious Education Progression			
	Hindu Dharma			
Year 3 - Who should we follow?	Beliefs and values	Living Religious Traditions	Shared Human Experiences	Search for Personal Meaning
	<b>RE Key Disciplinary Knowledge (Skills)</b> <ul style="list-style-type: none"> <li>• Show awareness of similarities in religions</li> <li>• Identify beliefs and values contained within a story/teaching</li> <li>• Identify the impact religion has on a believer</li> </ul>	<b>RE Key Disciplinary Knowledge (Skills)</b> <ul style="list-style-type: none"> <li>• Identify how religion is expressed in different ways</li> <li>• Use religious terms to describe how people might express their beliefs</li> </ul>	<b>RE Key Disciplinary Knowledge (Skills)</b> <ul style="list-style-type: none"> <li>• Describe how some people, events and sources of wisdom have influenced and inspired others</li> </ul>	<b>RE Key Disciplinary Knowledge (Skills)</b> <ul style="list-style-type: none"> <li>• In relation to matters of right and wrong, recognise their own and others' values</li> <li>• Discuss own questions and responses related to the question 'who should we follow - and why?'</li> </ul>

<p><u>Substantive Knowledge</u></p>	<ul style="list-style-type: none"> <li>• Develop an understanding of the importance of duty and commitment to many religions</li> <li>• Know that following Dharma (religious duty) is an important part of Hindu life</li> <li>• Suggest the impact 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</li> </ul>	<ul style="list-style-type: none"> <li>• Describe how and why Hindus might celebrate Raksha Bandhan</li> <li>• Identify aspects of the celebration which remind Hindus of their Dharma</li> <li>• Identify religious teachings contained within a Hindu story - and suggest how these stories might be used to teach Hindu children about Dharma (e.g. What teachings about duty to family are expressed in the story of Rama and Sita?)</li> </ul>	<ul style="list-style-type: none"> <li>• Identify sources of authority and inspiration</li> <li>• Consider what our 'duties' as human beings are</li> </ul>	<ul style="list-style-type: none"> <li>• Reflect on their own duties - to themselves, to their families, to their communities</li> <li>• Discuss who or what they follow - and why</li> </ul>
<p><u>Vocabulary</u></p>	<p>Duty, commitment, impact, debts, owed, deities, Dharma, expressed, authority, inspiration</p>			

	Religious Education Progression			
	Hindu Dharma			
Year 4 - How should we live our lives?	Beliefs and values	Living Religious Traditions	Shared Human Experiences	Search for Personal Meaning
	<b>RE Key Disciplinary Knowledge (Skills)</b> <ul style="list-style-type: none"> <li>• Describe what a believer might learn from a religious teaching/ story</li> <li>• Make links between ideas about morality and sources of authority</li> </ul>	<b>RE Key Disciplinary Knowledge (Skills)</b> <ul style="list-style-type: none"> <li>• Describe the impact religion has on believers' lives</li> <li>• Explain the deeper meaning and symbolism for specific religious practices</li> </ul>	<b>RE Key Disciplinary Knowledge (Skills)</b> <ul style="list-style-type: none"> <li>• Consider the range of beliefs, values and lifestyles that exist in society</li> <li>• Discuss how people make decisions about how to live their lives</li> </ul>	<b>RE Key Disciplinary Knowledge (Skills)</b> <ul style="list-style-type: none"> <li>• Reflect on their own personal sources of wisdom and authority</li> </ul>

<p><u>Substantive Knowledge</u></p>	<ul style="list-style-type: none"> <li>• Explore teachings about good and evil in the story of Rama and Sita</li> <li>• Describe what moral guidance Hindus might gain from the story of Rama and Sita</li> <li>• Make links between the actions of Rama and the belief that he is an avatar of Vishnu, appearing on earth to destroy evil and uphold Dharma</li> </ul>	<ul style="list-style-type: none"> <li>• Use subject specific language to describe how and why Hindus celebrate Diwali</li> <li>• Explain the importance of light in the Diwali celebrations, and how this is a symbol of good overcoming evil</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss (with relevant examples) the importance of the belief that good overcomes evil</li> <li>• Suggest people, words or stories that might be inspiring when trying to overcome difficulties in life</li> </ul>	<ul style="list-style-type: none"> <li>• Reflect on their own concept of 'goodness'</li> <li>• Discuss what gives them hope during difficult times</li> </ul>
<p><u>Vocabulary</u></p>	<p>Moral, guidance, actions, Vishnu, evil, Diwali, symbol, overcome, inspiring</p>			



	Religious Education Progression			
	Hindu Dharma			
Year 5 - Where can we find guidance about how to live our lives?	Beliefs and values	Living Religious Traditions	Shared Human Experiences	Search for Personal Meaning
	<b>RE Key Disciplinary Knowledge (Skills)</b> <ul style="list-style-type: none"> <li>• Make links between beliefs and sacred texts, including how and why religious sources are used to teach and guide believers</li> <li>• Explain the impact of beliefs and values - including reasons for diversity</li> </ul>	<b>RE Key Disciplinary Knowledge (Skills)</b> <ul style="list-style-type: none"> <li>• Explain differing forms of expression and why these might be used</li> <li>• Describe diversity of religious practices and lifestyle within the religious tradition</li> <li>• Interpret the deeper meaning of symbolism - contained in stories, images and actions</li> </ul>	<b>RE Key Disciplinary Knowledge (Skills)</b> <ul style="list-style-type: none"> <li>• Explain (with appropriate examples) where people might seek wisdom and guidance</li> <li>• Consider the role of rules and guidance in uniting communities</li> </ul>	<b>RE Key Disciplinary Knowledge (Skills)</b> <ul style="list-style-type: none"> <li>• Discuss and debate the sources of guidance available to them</li> <li>• Consider the value of differing sources of guidance</li> </ul>

<p><u>Substantive Knowledge</u></p>	<ul style="list-style-type: none"> <li>• Make links between the story of Prince Prahlad and Hindu beliefs about devotion and loyalty</li> <li>• Explain Hindu beliefs about Krishna and what stories about Krishna might teach Hindus</li> <li>• Explain the Hindu belief that God is present in all people (through the atman) and the impact this might have on a believer</li> </ul>	<p>Describe and explain a variety of ways that Hindus might celebrate the festival of Holi</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Explain how Holi celebrations might express Hindu beliefs about equality</li> </ul>	<ul style="list-style-type: none"> <li>• Explain how festivals and celebrations might be helpful ways for communities and societies to pass on values, guidance and traditions</li> <li>• Consider the different ways that myth and stories are and used</li> <li>• Explain how a 'truth' might be contained within a story</li> </ul>	<ul style="list-style-type: none"> <li>• Consider how they decide what is 'true' - and how there might be different types of truth (e.g. empirical truth, historical truth, spiritual truth)</li> <li>• Discuss and debate things that they consider to be true that others might disagree with</li> </ul>
<p><u>Vocabulary</u></p>	<p>Devotion, loyalty, atman, believer, equality, guidance, traditions, myth, empirical, historical, spiritual</p>			

	Religious Education Progression			
	Hindu Dharma			
Year 6 - Is life like a journey?	Beliefs and values	Living Religious Traditions	Shared Human Experiences	Search for Personal Meaning
	<b>RE Key Disciplinary Knowledge (Skills)</b> <ul style="list-style-type: none"> <li>Analyse beliefs, teachings and values and how they are linked</li> <li>Explain how the beliefs and values of a religious tradition might guide a believer through the journey of life</li> <li>Explain the impact of beliefs, values and practices - including differences between and within religious traditions</li> </ul>	<b>RE Key Disciplinary Knowledge (Skills)</b> <ul style="list-style-type: none"> <li>Use developing religious vocabulary to describe and show understanding of religious traditions, including practices, rituals and experiences</li> <li>Explain differing ideas about religious expression</li> </ul>	<b>RE Key Disciplinary Knowledge (Skills)</b> <ul style="list-style-type: none"> <li>Consider what makes us human - in terms of our beliefs and values, relationships with others and sense of identity and belonging</li> <li>Discuss how people change during the journey of life</li> </ul>	<b>RE Key Disciplinary Knowledge (Skills)</b> <ul style="list-style-type: none"> <li>Raise, discuss and debate questions about identity, belonging, meaning, purpose, truth, values and commitments</li> <li>Develop own views and ideas in response to learning</li> <li>Demonstrate increasing self-awareness in their own personal development</li> </ul>

<p><u>Substantive Knowledge</u></p>	<ul style="list-style-type: none"> <li>• Analyse Hindu beliefs about samsara, karma and moksha and how these are linked</li> <li>• Explain how belief in reincarnation might affect the way in which a Hindu views the 'journey of life'</li> <li>• Explain how belief in reincarnation and the law of karma might affect the way a Hindu lives</li> </ul>	<ul style="list-style-type: none"> <li>• Describe and explain the four ashramas (stages of life) in the life of a Hindu</li> <li>• Explain how a person might change as they move from one ashrama to the next</li> <li>• Consider the importance of the samskaras (rites of passage) in preparing a Hindu for the commitments of each ashrama</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the special milestones that we might celebrate during a person's lifetime</li> <li>• Discuss how our rights, responsibilities and relationships with others might change as we go through life</li> </ul>	<ul style="list-style-type: none"> <li>• Ask and respond thoughtfully to questions about their own journey of life - consider how events and influences so far have made them the person they are today and what has been important learning to prepare them for the future</li> </ul>
<p><u>Vocabulary</u></p>	<p>Samsara, Kamra, Moksha, reincarnation, passage, responsibilities, relationships, milestones, influences</p>			