

Planning and Progression: R.E



	FS	Y1/2		Y3/4		Y5/6	
Topic	Special people Christmas Celebrations Easter Story time Special places	<u>CYCLE A</u> Creation Christmas – the gifts Jesus as a friend Easter – Palm Sunday Shabbat Rosh Hashanah and Yom Kippur	<u>CYCLE B</u> What did Jesus teach? Christmas – Jesus as a gift from God Prayer at home Easter – Resurrection Community and Belonging Hajj	<u>CYCLE A</u> Divali Christmas – Has it lost its true meaning? Jesus’ miracles Easter – forgiveness Hindu Beliefs Pilgrimage to the River Ganges	<u>CYCLE B</u> Jews special relationship with God Christmas – Most significant part of the Nativity Passover Easter – Is forgiveness always possible for Christians The best way for Jews to show commitment to God. Do people need to go to church to be a Christian?	<u>CYCLE A</u> Beliefs in Action-How far would a Sikh go for his/her religion? Christmas – Is it true? Sikh Stories Easter – Did God intend for Jesus to die? What is the best way for Sikhs to show commitment to God? What is the best way for Christians to show commitment to God?	<u>CYCLE B</u> What is the best way for a Muslim to show commitment to God? Christmas – Why was Mary chosen to be Jesus’ mother? Is anything ever eternal? Easter – Is Christianity still a strong religion? Akhirah – Life after Death Part 1 Akhirah – Life after Death Part 2
Believe Know about and understand a range of religions and world views.	Can say why their family and friends are special to them. Knows that different stories are told in different countries around the world and we can learn from these.	<u>Cycle A</u> Can say how I felt to make something Can talk about a gift that is special to me Can talk about my friends and why I like them Can talk about a person I admire Can say which is my favourite day of the week and talk about food I would like to share in a special meal Can say how it feels to say sorry and what I said sorry for <u>Cycle B</u> Can talk about when I have been kind to others even when it was difficult Can say how I would help solve a problem by showing love Can explain how it felt to have to stop doing something to reach the target we had set Can say what I believe happens to you when you die and say how I remember people close to me Can understand how meeting in a certain place could make me feel like I belong Can talk about a special journey and why it was special to me		<u>Cycle A</u> Can describe important actions they can take to support a group that they belong to. To explain what Christmas means to them. Can talk about what people think of as miracles today. Can begin to say what miracle I would like to see happen. To suggest how a person may rescue or help others who are in a difficult situation. Can explain some different roles I play whilst still being me Can explain why water is important <u>Cycle B</u> Can give examples of agreements/contracts and explain how I would feel if I broke one Can design a symbolic object of what Christmas means to me Can discuss why I would choose to follow an instruction not to eat certain foods Can talk about what sort of help I might need to show forgiveness Can give examples of things I am committed to and can explain which ones are more or less important to me Can explain some feelings my special place gives me and suggest why		<u>Cycle A</u> Can identify the different levels of commitment I show to different things and explain these priorities Can start to explain hoe ‘true’ could mean different things to different people, and how stories can be ‘true’ in different ways Can explain how some stories can teach people about what is important and how to behave Can give examples of someone with a strong sense of purpose for their life and give my opinions on this Can show an understanding of why people show commitment in different ways <u>Cycle B</u> Can express why showing commitment to something may be a good thing Can explain the qualities needed in different people because of the important jobs they are chosen to do Can express the feelings I have when I think about situations or things I would like to last forever Can explain how the influence people have had on me has affected what I see as important Can give examples of times my choices have been influenced and may have changed when I considered the consequences that might follow Can give examples of times when I misinterpreted something	
Express Express ideas and insights about the nature, significance and impact of religions and world views.	Knows who Jesus is Knows what happens in the Christmas Story Can talk about the Easter Story Can talk about how Hindus celebrate Holi and Diwali. Knows that churches, mosques and synagogues are special places to members of our community. Can talk about the New Year traditions in the U.K, China and Iran	<u>Cycle A</u> Can remember the Christian Creation story and talk about it Can remember some of the Christmas story Can remember a story about Jesus showing friendship and talk about it Can recall parts of the Easter story and recognise some symbols in the story Can use the right names for things that are special to Jewish people during Shabbat and explain why Can talk about something that either Rosh Hashanah or Yom Kippur is about <u>Cycle B</u> Can re-tell a story Jesus told about being kind or give an example of when Jesus showed kindness Can remember the Christmas story and start to explain that Christians believe Jesus was a gift from God Can use the right words to describe how Muslims pray and begin to explain why they do this Can recall what Christians believe happened on Easter Sunday Can explain what happens when Muslims pray alone or at the Mosque Can remember some of the events that happen during Hajj and start to explain why these are important to Muslims		<u>Cycle A</u> Can describe how Hindus celebrate Divali. Can explain how Hindu children might feel at Divali. Can begin to explain that the Christian belief is that Jesus is God in human form and say why God gave him to the world. Can explain one Christian viewpoint about one of Jesus’ healing miracles. To start to explain why Christians believe Jesus’ death is important. Can describe what a Hindu might believe about one of the Hindu gods and start to understand that Brahman is in everything Can describe a Hindu ritual that happens at/in the River Ganges and explain the significance to Hindus taking part <u>Cycle B</u> Can start to explain what makes Jewish people believe they have a special relationship with God Can describe one thing a Christian might learn about Jesus from a Christmas symbol Can describe some things Jews do to show respect to God Can describe what a Christian might learn about forgiveness from a Biblical text Can describe some ways Jews choose to show commitment to God and can start to understand that they do this in different ways Can describe some ways Christians use churches to worship/celebrate Holy Communion or participate in Baptism		<u>Cycle A</u> Can make links between how Sikhs practise their religion and the beliefs that underpin this Can start to explain the Christian belief that Jesus was the Incarnation of God Can recognise that stories can be an important way of expressing belief and meaning and can explain the relevance of a Sikh story Can start to explain whether God intended Jesus to be crucified or whether Jesus’ crucifixion was the consequence of events in Holy Week Can describe how different practices enable Sikhs to show commitment to God and understand that some of these will be more significant to some Sikhs than others Can describe how different practices enable Christians to show commitment to God and understand that some of these will be more significant to some Christians than others <u>Cycle B</u> Can describe some ways that Muslims choose to show commitment to God Can make links between the Virgin Birth and Christian beliefs about Jesus (incarnation) Can make links between different Christian beliefs and their views on whether anything is ever eternal Can explain how one of the reasons people use to suggest that Christianity is a strong religion today can be counteracted Can explain how believing in Akhirah influences Muslims to do their best to lead good lives Can explain two different Muslim interpretations of Jihad	
Living Gain and deploy the skills needed to engage seriously with religions and world views.	Can talk about role models. Can follow some rules and say why they are important. Can discuss and think about the moral messages in stories.	<u>Cycle A</u> Can express an opinion about the Christian belief about creation Can suggest a gift I would give to Jesus Can say how Jesus tried to be a good friend Can start to show understanding that Jesus is special to Christians and say why Can start to make a connection between being Jewish and decisions about behaviour Can choose a picture and give my thinking on why it might be important to Jewish children at Rosh Hashanah or Yom Kippur <u>Cycle B</u> Can say if I think Christians should be kind and give a reason Can say why Christians think God gave Jesus to the world Can start to think through how praying 5 times a day might help in some ways more than others Can start to suggest a different explanation to what happened to Jesus after the empty tomb and offer my opinion Can talk about how Muslims feel a sense of belonging when they are with other Muslims or when they pray on their own and say why this might be Can start to think about the significance of Hajj to a Muslim		<u>Cycle A</u> Can say why Divali might bring a sense of belonging to Hindus. Can begin to say what Christmas means to Christians and what Christmas means to myself. Can start to say whether they believe Jesus actually healed people or not. To start to reflect on whether I agree with Christian beliefs about Jesus’ death. Can recognise what I think about some Hindu beliefs about Brahman and gods, showing respect to Hindus Can empathise with special feelings Hindus might experience when taking part in a ritual at the River Ganges <u>Cycle B</u> Can say some ways Jewish people express their special relationship with God and understand how they might feel Can ask questions about what Christmas means to Christians and compare this to myself Can start to identify how it would feel to keep Kashrut Can show understanding of how Christians believe God can help them show forgiveness Can express an opinion on which ways I think might be the best ways for Jews to show their commitment to God and start to give reasons Can start to understand the impact a Christian’s special place has on him/her		<u>Cycle A</u> Can respectfully ask questions about some ways Sikhs choose to behave and the levels of commitment they show Can start to express an opinion on whether the Christmas story is true and what this might mean to Christians Can explain how some stories can teach Sikhs about what is important in life and relate this to non-Sikhs Can start to express my opinion about Jesus’ crucifixion being his destiny/purpose Can start to express what I think about the best way a Sikh could show commitment to God Can explain why I think some ways of showing commitment to God would be better than others for Christians <u>Cycle B</u> Can explain why there might be different ways of showing commitment Can start to consider my own response to the Christian belief in the Virgin Birth, showing respect to Christian views Can reflect on my own beliefs about whether anything is eternal Can give my opinion as to whether Christianity is a strong religion now and say why I think this Can recognise what motivates or influences me to lead a good life and compare it with what motivates and influences Muslims	

