**Religious Education Objectives – Progression - Skills and Depth MTP**

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|  | **Year 1 and Year 2** | | **Year 3 and Year 4** | | **Year 5 and Year 6** | |
| **Cycle A**  **Cycle B**  **FS Religious Education**  They know about similarities and differences between themselves and others, and among families, communities and traditions. | **Autumn**  **Christianity (God)**  What do Christians learn and understand about God through Old Testament Bible stories? E.g. Moses, Creation etc.  What do stories in the New Testament tell Christians about Jesus? E.g. Good Samaritan  **Spring**  No coverage this term.  **Summer**  **Hinduism (God)**  How is Brahman represented? Belief in one God represented in many different images.  What impact do key objects and symbols have on the community? E.g. in the Mandir & at home | Autumn  **Hinduism (Community)** What do Hindus do to express their beliefs?Which celebrations are important to Hindus? (Diwali)  **Christianity (Community)**  What do Christians do to express their beliefs? Which celebrations are important to Christians? (Christmas) What are the key practices associated with these celebrations?  **Compare 2 festivals**  **Spring**  No coverage  **Summer**  **Christianity (Life journey)** What do Christians do to celebrate birth? What does it mean and why does it matter to belong? **Hinduism (Life journey)** What do Hindus do to celebrate birth? Namkaran. What does it mean and why does it matter to belong? **(Compare birth rites of passage for the 2 religions)** | Autumn  **Christianity (God)**  How do symbols in the Bible help Christians relate to God?  What visual symbols and symbolic acts can be seen in a Christian church?  What are some Christmas symbols?  How might language within worship express Christian beliefs?    **Summer**  **Islam (God)**  What do the main concepts in Islam reveal about the nature of Allah?  What is the purpose of visual symbols in a mosque?  (Allah, 5 pillars, Mosque) | **Autumn**  **Christianity (Life journey)**  How do Christians show they belong?  What value does religion bring for religious people?  Rites of passage e.g. baptism (recap from KS1) confirmation & marriage  **Spring**  No coverage  **Islam (Life journey)**  How do Muslims show they belong?  What value does religion bring for religious people?  Rites of passage; e.g. birth, marriage, death.  **Compare with Christian Rites of passage (from Autumn term)** | Autumn  **Judaism (Community)**  How is Jewish belief  expressed collectively?  How does Jewish worship  and celebration build  a sense of community?  (Synagogue/Shabbat  /symbols/importance of home)  **Spring**  No coverage this term.  **Christianity & other religions (Big questions)**  **Why do we celebrate?**  What different events/times of life do we celebrate?  How do different people celebrate things differently?  How does celebration relate to remembrance? | **Autumn**  **Christianity (Being human)**  In what ways does the Bible teach Christians to treat others?  How is this expressed in practice?  How do beliefs impact on action?  -The Ten Commandments -  -The Beatitudes and the Sermon on the Mount.  **Spring**  No coverage  **Judaism (community)**  What value does religion bring for religious people?  How does this relate to ideas about community, identity and belonging?  Which celebrations are important to Jewish people? |
| Skills | • recall features of religious, spiritual and moral stories and other forms of religious expression  • recognise and name features of religions and beliefs • identify what they find interesting and puzzling in life  • recognise symbols and other forms of religious expression | • recall features of religious, spiritual and moral stories and other forms of religious expression  • recognise and name features of religions and beliefs • identify what they find interesting and puzzling in life  • recognise symbols and other forms of religious expression | •make links between beliefs, stories and practices  • identify the impacts of beliefs and practices on people’s lives  • identify similarities and differences between religions and beliefs  • investigate and connect features of religions and beliefs  • ask significant questions about religions and beliefs  • describe and suggest meanings for symbols and other forms of religious expression | •make links between beliefs, stories and practices  • identify the impacts of beliefs and practices on people’s lives  • identify similarities and differences between religions and beliefs  • investigate and connect features of religions and beliefs  • ask significant questions about religions and beliefs  • describe and suggest meanings for symbols and other forms of religious expression | • explain connections between questions, beliefs, values and practices in different belief systems • recognise and explain the impact of beliefs and ultimate questions on individuals and communities  • explain how and why differences in belief are expressed.  • suggest lines of enquiry to address questions raised by the study of religions and beliefs • suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence  • recognise and explain diversity within religious expression, using appropriate concepts. | • explain connections between questions, beliefs, values and practices in different belief systems • recognise and explain the impact of beliefs and ultimate questions on individuals and communities  • explain how and why differences in belief are expressed.  • suggest lines of enquiry to address questions raised by the study of religions and beliefs • suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence  • recognise and explain diversity within religious expression, using appropriate concepts. |
| **Depth**  Teach – Practice - Repeat | We aim to **explore beliefs and find out what people of faith believe** and **investigate the significance of religious festivals and rituals.**  (All year groups Christianity then 1/2 Hinduism, 3/4 Islam, 5/6 Buddhism)  SMSC LINK:  SPIRITUAL: ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people’s faiths, feelings and values.  MORAL: interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.  SOCIAL: …mutual respect and tolerance of those with different faiths and beliefs.  CULTURAL: understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others. Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity. | | | | | |