



West Heslerton C of E Primary School
RE Curriculum Progression

Skill Strand		EYFS	Year 1	Year 2	Year 3 and Year 4	Year 5 and Year 6
Religions and worldviews			Christianity Islam (additionally Hinduism, Judaism)	Christianity Islam Hinduism (additionally Judaism)	Christianity Islam Hinduism Non-religious (eg Humanist) (additionally Judaism)	Focus on: Christianity Islam Hinduism Judaism Non-religious (eg Humanist)
Believing (Knowing about and understanding a range of religious and non-religious worldviews)	A1 Describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals?	Do I encounter religious and non-religious worldviews through special people, books, times, places and objects and by visiting places of worship?	Can I talk about the beliefs of Christians (God /Jesus)?		Can I recount believer's descriptions of God?	Can I compare teachings of faiths and worldviews and the way people live today, including examples of connection between anti-racism and religion)?
	A2 identify, investigate and respond to questions posed, and responses, offered by some of the sources of wisdom found in religious and non-		Can I give an account of what happens at a baptism/dedication and suggest what the actions and symbols mean?	Can I recall and name different beliefs and practices, including festivals, worship, rituals and ways of life?	Can I give examples of how believers show their faith; begin to make links to stories and teachings?	Can I outline religious and non-religious beliefs about death and life after death?
			Can I identify two ways people show they belong to each other when they marry?	Can I talk about the Muslim beliefs about God making links with the 99 names of Allah?	Can I make a link between beliefs/ teachings in religious and non-religious worldviews and the way that people live today?	Can I recall and name important features of places of worship, explaining their significance to believers?
			Can I identify ways that special times and festivals are celebrated by many Christians and by many Jews and/or Muslims?		Can I recount some of the ways religions mark important events in people's lives?	Can I describe and make connections between places of worship, beliefs and behaviour for different faiths?
						Can I describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance?
			Can I retell stories that shows what Christians might think of God and suggest what it means?	Can I retell a story about the life of the Prophet Muhammad?	Can I recall and name some stories which inspire believers, are linked to festivals?	Can I outline the teachings of significant individuals and make links between these and key beliefs, values and practice for believers?
			Can I retell stories connected with Christian festivals and another	Can I retell a story that shows people at a Jewish	Can I describe how believers pray?	



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	religious worldviews		religion (Islam/Judaism) and suggest why these are important believers?	festivals and suggest what it might mean? Can I recognise some objects are used by Muslims and suggest why they are important? Can I retell Bible stories and stories from another faith about caring for the others and the world? Can I retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come?	Can I describe the significance of prayer in people's lives today? Can I make connections between stories, symbols, objects and key beliefs? Can I identify some ways which believers express their faith (e.g. <i>worship, hymns, puja</i>)? Can I give simple definitions of important terms related to different faiths? Can I compare purpose and ritual associated with prayer in different faiths?	Can I identify the values found in stories and texts and how these may affect how believers live? Can I describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities?
	A3 appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.		Can I recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion (Islam or Judaism)? Can I suggest what symbols if belonging	Can I talk about how the mezuzah in the home reminds Jewish people about God? Can I identify special objects and symbols found in a place where people worship and be able to say something	Can I make connections between beliefs and rituals associated with them? Can I identify similarities and differences between the way festivals are celebrated in different faiths? Can I make connections between what people believe about prayer and what they do when they pray?	Can I describe religious and non-religious beliefs and how they may affect ways of living? Can I make connections between how believers feel about places of worship in different traditions ? Can I explore and describe a range of beliefs, symbols and actions so that I can understand different ways of life and ways of expressing meaning?



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			might mean to believers and why they matter?	about what they mean and how they are used? Can I recognise symbols and actions which express a community's way of life, appreciating similarities and differences?	Can I describe what happens in ceremonies for key events in different faiths?	
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Skill Strand		EYFS	Year 1	Year 2	Year 3 and Year 4	Year 5 and Year 6
Expressing (Expressing ideas and insights about the nature, significance and impact of religious and non-religious worldviews)	B1 explain, using reasoned arguments, their ideas about how beliefs, practices and forms of expression influence individuals and communities.	Can I ask questions and reflect on my own feelings and experiences? Can I listen to and talk about stories? Am I introduced to subject specific words and use all my senses to explore beliefs, practices and forms of expression?	Can I ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religious (Judaism and/or Islam)?	Can I ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make? Can I talk about how Shabbat is a special day of the week for many Jewish people and give some examples of what they might do on that day? Can I ask good questions about what happens in a church, synagogue or mosque? Can I identify some ways Muslims mark Ramadan	Can I identify beliefs about God that are held by different faiths?. Can I ask questions linked to the stories and lives of significant people in different faiths? Can I identify ways which believers may use sacred texts in everyday life? Can I identify the important part of religious festivals and why they may be important to believers? Can I ask questions about how people show their faith?	Can I explain the impact teachings of significant individuals may have on believers today? Do I raise thoughtful questions and suggest some answers about life, death, suffering, and what matters most in life? Can I describe the significance of sacred texts, practices and rituals to believers? Do I observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities?



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				and celebrate Eil-ul-Fitr and how this might make them feel?		
				Can I identify some ways people respond to God by caring for others and the world?		
	B2 express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues		Do I talk about ways in which stories, objects, symbols and actions used in churches show what people believe? Can I identify how believers express identity and belonging to a faith community?	Can I observe and recount different ways of expressing identity and belonging, responding sensitively for myself? Can I talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe?	Can I explain why rituals may comfort or challenge believers (prayer)? Can I ask questions and give ideas about what matters most to believers in festivals? Can I suggest how and why religious festivals are valuable to many people? Can I suggest reasons why being a believer is a good thing in Britain today and discuss the challenges which it may bring?	Can I express ideas about how and why religion can help believers when times are hard, giving examples and explaining how places of worship and faith community may help with this? Can I explain similarities and differences between beliefs about life after death? Can I suggest reasons why it might be helpful to follow a moral code and why it might be difficult? Can I show an understanding of the challenge that racism presents to communities and consider religious responses? Do I understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in my own life?
	B3 appreciate and appraise varied dimensions of religion.		Can I begin to compare faiths?	Can I notice and respond sensitively to some similarities between different religious and non-religious worldviews?	Can I describe and comment on similarities and differences between traditions in different faiths (e.g. prayer, ceremonies for key events, celebration of festivals)?	Can I explain how believers of the same faith sometimes disagree about what God is like, giving examples of how they interpret texts differently (e.g. <i>Christian definition of God, Muslim interpretation of Qu'ran</i>)? Can I explain the most important functions of a place of worship for the community?



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						Do I describe values and consider similarities and differences between beliefs and behaviour in different religious and non-religious worldviews? Do I observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews?
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Skill Strand		EYFS	Year 1	Year 2	Year 3 and Year 4	Year 5 and Year 6
Living (Gain and deploy the skills needed to engage seriously with religious and non-religious worldviews)	C1 investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively	Do I use my imagination and curiosity to develop my appreciation of, and wonder at, the world in which I live?	Do I ask some questions about beliefs, God and significant stories and offer my own suggestions? Can I collect examples of what people do, give, sing, remember or think about at religious celebrations studied and say why they might matter to believers?	Can I explore questions about belonging, meaning and truth so that I can express my own ideas and opinions in response using words, music, art or poetry? Can I describe some of the ways in which people use music in worship and talk about how different kinds of music makes them feel?	Can I ask questions and suggest some of my own responses to ideas about Gods of different faiths and those with no belief? Can I explore and suggest ideas about what is worth celebrating and remembering in my own life? Can I explore and suggest ideas about the purpose of prayer in religious communicates and in my own life? Can I explain what it means to be a believer in Britain today and make links with my own experiences? Can I discuss and present my own ideas about why there are many ideas about God and express my own understanding of God through words, symbols and the arts?	Can I present different views on why people believe in God or not, including my own ideas? Can I recognise ideas about the importance of people in a place of worship/ community, rather than the place itself? Can I begin to explore big questions, including the issue of racism, by presenting other points of view than my own? Can I discuss and present thoughtfully my own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of my own in different forms including e.g. reasoning, music, art and poetry?



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				Can I ask questions about believing in God, offering my own ideas?	Can I explore and suggest ideas about what is worth celebrating and remembering in religious communities? Can I make links between how believers show commitment with their own ideas about community, belonging and belief?	
	C2 enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all		Can I talk about examples of people cooperating?	Can I talk about some texts from different religions that promote the 'Golden Rule' and think about what would happen if people followed this idea more? Can I find out and respond with ideas to examples of cooperation between people who are different?	Can I discuss links between the actions of believers in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others? Can I present my view on the most important values and attitudes to have today? Can I discuss and present my own responses about the role of festivals in the life of Britain today, showing their understanding of the values and beliefs at the heart of each festival studied, using a variety of media?	Can I consider how communities with different religious and non-religious worldviews can live together respectfully, reflecting on mutual respect and shared values? Can I consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect?
	C3 articulate clearly beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.		Can I talk about issues of good and bad, right and wrong arising from stories?	Can I begin to express their ideas and opinions in response to issues of right and wrong? Can I talk about issues of good and bad, right and wrong arising from a range of stories	Can I discuss my own and others ideas about why people do bad things and how people try to put it right? Can I suggest some ideas about good ways to treat others and how to live a good life, arising from my learning about different faiths? Can I suggest good ways to treat others and live a good life, making links to teachings from different faiths?	Can I discuss my own ideas about the importance of values to live by, comparing them to different faith teachings? Can I discuss my own and others' ideas about reducing racism and prejudice? Can I explain the challenges of following teachings about love, fairness, forgiveness justice, honesty



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				from religious and non-religious worldviews?	Can I express ideas about right and wrong, good and bad for myself, including ideas about love, forgiveness, honesty, kindness and generosity?	and/or generosity, expressing my own ideas to a moral dilemma? Can I discuss and apply my own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express my own ideas clearly in response?
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VOCABULARY: BELIEVING				
EYFS	Year 1	Year 2	Year 3 and Year 4	Year 5 and Year 6
<u>F1: Which stories are special and why?</u> Jesus, Bible, parables, Muslim, Qur'an, emotions-names of emotion (worried, scared, ecstatic, elated, excited), promises Believe Christmas Bible Angel Star Hindu Diwali Rama Sita Diva lamp	<u>1.1 Who is a Christian and what do they believe?</u> Christian Bible Church Jesus God Parable Miracle Love Caring Prayer Thank you Sorry Please Sin Heaven Lord's Prayer	<u>1.2 Who is a Muslim and what do they believe?</u> Islam Muslim Allah Muhammad Prophet Peace Be Upon Him (PBUH) Inspired Crescent Star Calligraphy 99 Names Mosque/Masjid Imam Prayer Mat Wudu Dome Minaret Shahadah Call to Prayer Revelation	<u>L2.2 Why is the bible important to Christians today?</u> Inspirational Role Model Hero Gospels Good News Miracle Parable Foundations Truthfulness Tolerance Beatitudes Holy God's word <u>L2.3 Why is Jesus inspiring to some people?</u> <u>Jesus</u> Disciples Parable Follower	<u>U2.2 What would Jesus do? Can we live by Christian values in the 21st Century?</u> Teachings Values National Global Mission Fulfilled Love Agape (self-sacrificial love) Forgiveness Justice Fairness Moral Dilemma Resist Reflect Anointed Proclaim Judge Reward Generosity Greed Tithing WWJD



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<u>F2: Which people are special and why?</u> relation, family tree past/present /future, relationships, siblings emotions-names of emotion Special Friend Disciples Miracle Sikh Guru Nanak		Angel Jibril Qur'an Holy Mount Hira Arabic Precious <u>1.3 Who is a Jewish person and what do they believe?</u> <u>Jewish person</u> G-d Star of David Symbol Meaning Mezuzah Scroll Shema Shabbat Shabbat Shalom Torah Hebrew Synagogue Rabbi Challah Seder meal Chanukah Chanukiah Dreidel Oil Kippah	Samaritan Clergy Gospel Galilee Evangelist	Confess <u>U2.3 What do religions say when life gets hard?</u> Life Death Ultimate Questions Suffering Recognise Reflect Spirit Soul Faith Encourage Comfort Bereaved Life after death Afterlife Judgement Deeds Consequence Heaven Paradise Salvation Karma Samsara Reincarnation Moksha Liturgies Meditations Funeral Eulogy Order of service Live life to the full
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VOCABULARY: EXPRESSING				
EYFS	Year 1	Year 2	Year 3 and Year 4	Year 5 and Year 6
<u>F3: Which places are special and why?</u> Church, Mosque, Muslim, Christian, religion, worship, special, holy, altar, lectern, font, western wall, Prophet Muhammed, Allah. <u>F4 Which times are special and why?</u> celebrations, celebrate, Hindu, Hinduism, Diwali, Jewish, Hannukah, Christmas, special time, Church, Synagogue, Mosque, Mandir, Holy, different types of celebratory food, believe, belief, faith	<u>1.6 How and why do we celebrate special and sacred times?</u> Christmas God Jesus Christingle. (May also include words linked to traditions, Celebrate Festival Decoration Joy	<u>1.5 What makes some places sacred?</u> Sacred/Holy Worship Symbol Altar Cross/Crucifix Font Lectern Icons Stations of the cross Pulpit Holy Week Jerusalem Palm Sunday Last Supper Betrayal Arrested Denial Good Friday Crucifixion Tomb Easter Sunday Resurrection Mosque/Masjid Wudu Calligraphy Prayer mat Prayer beads Minbar Mihrab Muezzin	<u>L2.4 Why do people pray?</u> Muslim First Surah of the Qur'an, Lord's Prayer Hindu Gayatri Mantra Miracle Worship Festival Celebration symbol, symbolic, symbolism Intercession Submission Meditation Reflection Use of silence Islam: Sawm Rakah Dua Al Fatihah Christianity: Easter Resurrection Light of the World Hinduism: Divali Mandir Puja Shrine Rama and Sita <u>L2.5</u> <u>Why are festivals important to religious communities?</u> Christmas Christians Easter	<u>U2.4 If God is everywhere, why go to a place of worship?</u> Place of worship Anglican Church Baptist Church Denomination Baptistery Immersion Lord's Supper Pastor Holy Communion Bread & Wine Lectern Congregation Font Altar Priest Mandir Deity Murti Shrine Sadhu Shikara Orthodox Synagogue traditional Reform Synagogue modernised Synagogue - Ark Bimah Torah Ner Tamid Skull Cap Talit



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			sacred Worship Hymns Sermon Ramadam Pesach Symbols Diwali Celebrate Festival Decoration Symbol Rejoicing Weeping	<u>U2.9 What can be done to reduce racism?</u> <u>Can religion help?</u> Fairness Prejudice Racism Ethnicity Justice Hate speech White privilege Tolerance Sensitivity Respect Acceptance
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VOCABULARY: LIVING				
EYFS	Year 1	Year 2	Year 3 and Year 4	Year 5 and Year 6
<u>F5 Being special - Where do we belong?</u> faith, community, belonging, special, religion, symbol, baptism, dedication, marriage, identify, Unique, Valued	<u>1.7 What does it mean to belong to a faith community?</u> Community Baptism Christening Wedding Bonfire Night Charity Symbols: e.g. Cross, Menorah Belonging Ceremony	<u>1.8 How should we care for others and the world and why does it matter?</u> Unique Important Teachings Values Benefits Responsibilities Caring Gifts	<u>L2.8 Key question: What does it mean to be a Hindu in Britain today?</u> Spiritual Divali Rama Sita Ravanah Demon Lakshmi Dieties: Hanuman and Ganesh Puja Murta Mandir	<u>U2.6 What does it mean to be a Muslim in Britain today?</u> Five Pillars of Islam Ibadah Belief in Action Muezzin Shahadah Salat Rak'ahs Wudu Daily Prayer Sawm Fasting



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Belonging Group Religion Baptism Blessing <u>F6 What is special about our world?</u> Life cycles Natural Creation Grow words linked to plants and animals words linked to textures colours and sizes Bible Muslims	Holy Water Allahu Akbar Chuppah Hebrew	Serving Alms Zakat Charity Tzedakah Inspired Mother Theresa Dr Barnardo Creation Spoiled Environment Representatives Tikkun Olam Heal Duties	Diva lamp Aarti Bhajan Moksha Karma Dharma Reincarnation Mahatma Ghandi <u>L2.11 What does it mean to be a Humanist in Britain today?</u> Atheist Philosophy Religion Charles Darwin Happy Human Ethical Alice Roberts Morality Humanist	Ramadan Discipline Zakat Alms Giving Ummah Hajj Pilgrimage Mecca/Makkah Kab'ah Mina Ibrahim Holy Qur'an Respect Commandments Authority Guidance Sunnah Hadith Mosque Masjid Imam Impact Daily Regularly Annually Lifetime <u>U2.7</u> <u>What matters most to Christians and Humanists?</u> Rules Principles Code for living Humanist Morals Consequence Concepts Values
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