

Deer Park Primary School



R.E Curriculum Progression Framework

RE EYFS and Year 1 Cycle

Autumn		Spring		Summer	
<p>Believing (EYFS) (A) Believing (EYFS) (A) Who is a Christian and what do they believe (A)</p>	<p>Believing (EYFS) (B) Believing (EYFS) (B) How should we care for others and the world, and why does it matter? (B)</p>	<p>Expressing (EYFS) (A) Easter, living (EYFS) (A) What makes some place sacred? What can we learn from sacred books? (A)</p>	<p>Expressing (EYFS) (B) Easter, living (EYFS) (B) How and why do we celebrate special times? (B)</p>	<p>Living (EYFS) (A) Expressing (EYFS) (A) Who is a Muslim and what do they believe? (A)</p>	<p>Living (EYFS) (B) Expressing (EYFS) (B) Who is Jewish and what do they believe? What does it mean to belong to a faith community? (B)</p>

Knowledge and Understanding

EYFS

- Do they 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?

YEAR 1

- Do they know about and understand a range of religions and worldviews?
- Can they recall and name different beliefs and practices, including festivals, worships, rituals and ways of life, in order to find out about the meanings behind them?
- Can they express ideas and insights about the nature, significance and impact of religions and worldviews?
- Can they 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 they observe and recount different ways of expressing identity and belonging, responding sensitively for themselves?
- Can they 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 they recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.

Skills

EYFS

- Can they explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps?

YEAR 1

- Can they find out about questions of right and wrong and begin to express their ideas and opinions in response?
- Do they notice and respond sensitively to some similarities between different religions and worldviews?
- Do they gain and deploy the skills needed to engage seriously with religions and worldviews?
- Do they explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response to using words, music, art or poetry?
- Can they find out about and respond with ideas to examples of co-operation between people who are different?

RE Year 1 and 2 Cycle

Autumn		Spring		Summer	
Who is a Christian and what do they believe (A)	How should we care for others and the world, and why does it matter? (B)	What makes some place sacred? What can we learn from sacred books? (A)	How and why do we celebrate special times? (B)	Who is a Muslim and what do they believe? (A)	Who is Jewish and what do they believe? What does it mean to belong to a faith community? (B)

Knowledge and Understanding

- Do they know about and understand a range of religions and worldviews?
- Can they recall and name different beliefs and practices, including festivals, worships, rituals and ways of life, in order to find out about the meanings behind them?
- Can they express ideas and insights about the nature, significance and impact of religions and worldviews?
- Can they 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 they observe and recount different ways of expressing identity and belonging, responding sensitively for themselves?
- Can they 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 they recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.

Skills

- Can they find out about questions of right and wrong and begin to express their ideas and opinions in response?
- Do they notice and respond sensitively to some similarities between different religions and worldviews?
- Do they gain and deploy the skills needed to engage seriously with religions and worldviews?
- Do they explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response to using words, music, art or poetry?
- Can they find out about and respond with ideas to examples of co-operation between people who are different?

RE Year 3 and 4 Cycle

Autumn		Spring		Summer	
Why do people think life is a journey? (A) How and why do people celebrate? (A)	Why is the Bible important? (B) How do Christian's and communities celebrate Christmas? (B)	Why are festivals important to religious communities? (A) Why is Jesus inspiring to some people? What makes a good leader? (A)	What does it mean to be a Christian in Britain today? (B) What do different people believe about God? (B)	What do Hindu's believe? (A) What does it mean to be a Hindu in Britain today? (A)	Why do people pray? (B) What can we learn from religions when describing- what is right and wrong? (B)

Knowledge and Understanding

- Do they know about and understand a range of religions and worldviews?
- Can they 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?
- Do they observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities?
- Do they 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 their own lives?
- Do they 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?
- Can they describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals in life, in order to reflect on their significance?
- Can they explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.

Skills

- Can they express ideas and insights about the nature, significance and impact of religions and worldviews?
- Can they discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry?
- Do they 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?
- Can they discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is fair and just, and express their own ideas clearly in response?
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RE Year 5 and 6 Cycle

Autumn		Spring		Summer	
<p>What would Jesus Do? Can we live by the values of Jesus in the 21st century? (A)</p> <p>Is it better to express your beliefs in arts and architecture or in charity and generosity? (A)</p>	<p>Why do some people believe God exists? (B)</p> <p>If God is everywhere, why go to a place of worship? (B)</p>	<p>What matters most the Christians or the Humanists? (A)</p>	<p>What does it mean to be a Muslim in Britain today? (B)</p>	<p>What difference does it make to believe in Ahimsa and/or Ummah? (A)</p>	<p>What do religions say to us when life gets hard? (B)</p>

Knowledge and Understanding

- Do they know about and understand a range of religions and worldviews?
- Can they 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?
- Do they observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities?
- Do they explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning?
- Can they describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals in life, in order to reflect on their significance?
- Do they 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?

Skills

- Can they express ideas and insights about the nature, significance and impact of religions and worldviews?
- Can they discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry?
- Do they 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?
- Can they discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is fair and just, and express their own ideas clearly in response?