

Lydney C of E Primary School

'A caring Christian community where every child achieves a love of life and of learning.'

R.E Progression Document

Lydney C of R.E Progression Document							
Vision	A caring Christian community where every child achieves a love of life and of learning						
Reception							
Key Question	F4 Being Special: where do we belong	F2 Why is Christmas special for Christians?	F6 Which stories are special and why?	F3 Why is Easter special for Christians?	F1 Why is the word 'God' so important to Christians?	F5 Which places are special and why?	UC F2 UC F3
Key Skills and Knowledge	- Retell religious stories making connections with personal experiences - Share and record occasions when things have happened in their lives that made them feel special - Recall simply what happens at a traditional Christian infant baptism and dedication	- Talk about people who are special to them - Say what makes their family and friends special to them - Recall simply what happens at a traditional Christian festival (Christmas) - Begin to recognise the word 'incarnation' as describing the belief that God came to Earth as Jesus - Retell religious stories, making	- Talk about some religious stories - Recognise some religious words, e.g. about God - Identify some of their own feelings in the stories they hear - Identify a sacred text e.g. Bible, Torah - Talk about some of the things these stories teach believers (for example, what Jesus teaches about being friends with the friendless in the story of	- Recognise and retell stories connected with celebration of Easter - Say why Easter is a special time for Christians - Talk about ideas of new life in nature - Recognise some symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs, etc., and make connections with signs of new life in nature	- Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world - Retell stories, talking about what they say about the world, God, human beings - Think about the wonders of the natural world, expressing ideas and feelings - Say how and when	- Talk about somewhere that is special to themselves, saying why - Recognise that some religious people have places which have special meaning for them - Talk about the things that are special and valued in a place of worship - Begin to recognise that for Christians, Muslims or	

		connections with personal experiences.	Zacchaeus; what Jesus' story about the ten lepers teaches about saying 'thank you', and why it is good to thank and be thanked; what the Chanukah story teaches Jews about standing up for what is right), etc.	Talk about some ways Christians remember these stories at Easter	Christians like to thank their Creator Talk about what people do to mess up the world and what they do to look after it	Jews, these special things link to beliefs about God - Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church - Express a personal response to the natural world.	
Year 1							
Key Question	1.2 Who do Christians say made the world?	1.10 What does it mean to belong to a faith community?	1.1 What do Christians believe God is like?	1.7 Who is Jewish and how do they live? (God/Torah/People)	1.9 How should we care for others and for the world, and why does it matter?	UC 1.1 UC 1.2	
Key Skills and Knowledge	- Retell the story of creation from Genesis 1:1–2:3 simply - Recognise that 'Creation' is the beginning of the 'big story' of the Bible	- Recognise that loving others is important in lots of communities - Say simply what Jesus and one other religious leader taught about loving other people	- Identify what a parable is - Tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father	- Recognise the words of the Shema as a Jewish prayer - Re-tell simply some stories used in Jewish celebrations (e.g. Chanukah) - Give examples of how the stories used in celebrations (e.g.	- Identify a story or text that says something about each person being unique and valuable - Give an example of a key belief some people find in one of these stories		

	• Say what the story tells Christians about God, Creation and the world • Give at least one example of what Christians do to say 'thank you' to God for Creation • Think, talk and ask questions about living in an amazing world • Give a reason for the ideas they have and the connections they make between the Christian/ Jewish Creation story and the world they live in.	• Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean • Identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and nonreligious)	• Give clear, simple accounts of what the story means to Christians • Give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying 'sorry', by seeing God as welcoming them back; by forgiving others) • Give an example of how Christians put their beliefs into practice in worship (e.g. by saying sorry to God)	Shabbat, Chanukah) remind Jews about what God is like • Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah) • Make links between Jewish ideas of God • Recognise the words of the Shema as a Jewish prayer • Re-tell simply some stories used in Jewish celebrations (e.g. Chanukah) • Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like • Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot,	(e.g. that God loves all people) • Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world • Give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories • Give examples of how Christians and Jews can show care for the natural Earth • Say why Christians and Jews might look after the natural world.	
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					Chanukah) Make links between Jewish ideas of God found in the stories and how people live Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat)		
Year 2							
Key Question	1.6 Who is a Muslim and how do they live? Part 1	1.3 Why does Christmas matter to Christians?	1.6 Who is a Muslim and how do they live? Part 2	1.5 Why does Easter matter to Christians?	1.4 What is the good news Christians believe Jesus brings?	1.8 What makes some places sacred to believers?	UC 1.3. UC 1.4 UC 1.5
Key Skills and Knowledge	Recognise the words of the Shahadah and	Give a clear, simple account of the story of	Recognise the words of the Shahadah and	Recognise that Incarnation and Salvation are part of a	Tell stories from the Bible and recognise a link	Recognise that there are special places where people go to worship, and talk about	

	that it is very important for Muslims - Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names, and give a simple description of what some of them mean - Give examples of how stories about the Prophet* show what Muslims believe about Muhammad - Give examples of how Muslims use the Shahadah to show what matters to them - Give examples of how	Jesus' birth and why Jesus is important for Christians - Recognise that stories of Jesus' life come from the Gospels - Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas - Decide what they personally have to be thankful for, giving a reason for their ideas - Think, talk and ask questions about	that it is very important for Muslims - Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names, and give a simple description of what some of them mean - Give examples of how stories about the Prophet* show what Muslims believe about Muhammad - Give examples of how Muslims use the Shahadah to show what matters to them - Give examples of how Muslims use stories about the Prophet to guide their	'big story' of the Bible - Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people) - Recognise that Jesus gives instructions about how to behave - Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship - Think, talk and ask questions about whether the story of Easter only has something to say	with the concept of 'Gospel' or good news - Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians - Recognise that Jesus gives instructions to people about how to behave - Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless - Give at least two examples of how Christians put these beliefs into practice in	what people do there - Identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean - Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship - Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe - Give simple examples of how people worship at a	
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	Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan) • Give examples of how Muslims put their beliefs about prayer into action	Christmas for people who are Christians and for people who are not.	beliefs and actions (e.g. care for creation, fast in Ramadan) • Give examples of how Muslims put their beliefs about prayer into action	to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas	the Church community and their own lives (for example: charity, confession)	church, mosque or synagogue • Talk about why some people like to belong to a sacred building or a community	
Year 3							
Key Question	L2.1 What do Christians learn from the Creation story?	L2.2 What is it like for someone to follow God?	L2.9 How do festivals and worship show what matters to Muslim people?	L2.10 How do festivals and family life show what matters to Jewish people?	L2.4 What kind of world did Jesus want?	L2.12 How and why do people try to make the world a better place?	UC 2A.1 UC 2A.2 UC 2A.4

Key Skills and Knowledge	- Place the concepts of God and Creation on a timeline of the Bible's 'big story' - Make clear links between Genesis 1 and what Christians believe about God and Creation - Recognise that the story of 'the Fall' in Genesis 3 gives an explanation of why things go wrong in the world - Describe what Christians do because they believe God is Creator (e.g. follow God, wonder at how amazing God's creation is; care for the Earth – some specific ways) - Describe how and why	- Make clear links between the story of Noah and the idea of covenant - Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony - Make links between the story of Noah and how we live in school and the wider world.	- Identify some beliefs about God in Islam, expressed in Surah 1 - Make clear links between beliefs about God and ibadah (e.g. how God is worth worshipping; how Muslims submit to God) - Give examples of ibadah (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve - Make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at	- Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean - Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people - Offer informed suggestions about the meaning of the Exodus story for Jews today - Make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at	- Identify this as part of a 'Gospel', which tells the story of the life and teaching of Jesus - Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people' - Suggest ideas and then find out about what Jesus' actions towards outcasts mean for a Christian - Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways	- Identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin) - Make links between religious beliefs and teachings and why people try to live and make the world a better place - Make simple links between teachings about how to live and ways in which people try to make the world a better place (e.g. tikkun olam and the charity Tzedek) - Describe some examples of how people try to live	
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	Christians might pray to		home and in the mosque)	festivals) • Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities		(e.g. individuals and organisations) Identify some differences in how people put their beliefs into action	
Year 4							
Key Question	L2.7 What do Hindus believe God is like?	L2.3 What is the 'Trinity' and why is it important for Christians?	L2.8 What does it mean to be Hindu in Britain today?	L2.5 Why do Christians call the day Jesus dies 'Good Friday'?	L2.6 For Christians, what was the impact of Pentecost?	L2.11 How and why do people mark the significant events of life?	UC2A.3 UC2A.5 UC2A.6
Key Skills and Knowledge	- Identify some Hindu deities and say how they help Hindus describe God - Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God - Offer informed suggestions	- Recognise what a 'Gospel' is and give an example of the kinds of stories it contains - Offer suggestions about what texts about baptism and Trinity mean - Give examples of what these texts mean to some Christians today	- Identify the terms 'dharma', 'Sanatan Dharma' and 'Hinduism' and say what they mean - Make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (dharma)	- Recognise the word 'Salvation', and that Christians believe Jesus came to 'save' or 'rescue' people, e.g. by showing them how to live - Offer informed suggestions about what the events of Holy Week mean	- Make clear links between the story of Pentecost and Christian beliefs about the 'kingdom of God' on Earth - Offer informed suggestions about what the events of Pentecost in Acts 2 might mean	- Identify some beliefs about love, commitment and promises in two religious traditions - Offer informed suggestions about the meaning and importance of ceremonies of commitment	

	about what Hindu murtis express about God • Make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshipping at a home shrine; celebrating Diwali) • Identify some different ways in which Hindus worship.	• Describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for example) and in the way they live	• Describe how Hindus show their faith within their families in Britain today (e.g. home puja) • Describe how Hindus show their faith within their faith communities in Britain today (e.g. arti and bhajans at the mandir; in festivals such as Diwali) • Identify some different ways in which Hindus show their faith (e.g. between different communities in Britain or between Britain and parts of India)	to Christians • Give examples of what Christians say about the importance of the events of Holy Week • Make simple links between the Gospel accounts and how Christians mark the Easter events in their communities • Describe how Christians show their beliefs about Jesus in worship in different ways	• Give examples of what Pentecost means to some Christians now • Make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the kingdom of God, and how Christians live now • Describe how Christians show their beliefs about the Holy Spirit in worship	• Describe what happens in ceremonies of commitment and say what these rituals mean • Make simple links between beliefs about love and commitment • Identify some differences in how people celebrate commitment • Raise questions and suggest answers about whether it is good for everyone to see life as a journey, and to mark the milestones • Make links between ideas of love, commitment	
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						and promises in religious and non-religious ceremonies • Give good reasons why they think ceremonies of commitment are or are not valuable today.	
Year 5							
Unit	U2.8 What does it mean to be a Muslim in Britain today?	U2.3 2.3 Why do Christians believe Jesus was the Messiah?	U2.1 What does it mean if Christians believe God is holy and loving?	U2.9 Why is the Torah so important to Jewish people?	U2.4 How do Christians believe how to live? What would Jesus do?	U2.10 U2.11 What matters most to Humanists/ Christians? Why do some people believe in God and some not?	UC2B.4 UC2B.1 UC2B.6 UC2B.5
Key Skills and Knowledge	• Identify and explain Muslim beliefs about God, the Prophet* and the Holy Qur'an (e.g. Tawhid; Muhammad as	• Explain the place of Incarnation and Messiah within the 'big story' of the Bible • Identify Gospel and prophecy	• Identify some different types of biblical texts, using technical terms accurately • Explain connections between	• Identify and explain Jewish beliefs about God • Give examples of some texts that say what God is like and explain how Jewish	• Examine Jesus' teaching about the two greatest commandments – to love God and love your	• Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist)	

	the Messenger, Qur'an as the message) - Describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on Five Pillars; Hajj practices follow example of the Prophet) - Make clear connections between Muslim beliefs and ibadah (e.g. Five Pillars, festivals, mosques, art) - Give evidence and examples to show how Muslims put their beliefs into practice in different ways	texts, using technical terms - Explain connections between biblical texts, Incarnation and Messiah, using theological terms - Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas - Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible	biblical texts and Christian ideas of God, using theological terms - Make clear connections between Bible texts studied and what Christians believe about God, for example, through how cathedrals are designed - Show how Christians put their beliefs into practice in worship	people interpret them - Make clear connections between Jewish beliefs about the Torah and how they use and treat it - Make clear connections between Jewish commandments and how Jews live. e.g. in relation to kosher laws) - Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between Orthodox and Progressive Jewish practice	neighbour (Matthew 22:36–40). How do these help Christians to decide how to live? - Explore ways in which Christians try to use Jesus' words as their 'foundations for living': - Look at ways in which people show generosity to those in need, e.g. supporting foodbanks, volunteering for charities. Non-religious and people of other faiths are also committed to serving others; why do they do it? Which	- Make links with sources of authority that tell people how to be good (e.g. Christian ideas of 'being made in the image of God' but 'fallen', and Humanists saying people can be 'good without God') - Make clear connections between Christian and Humanist ideas about being good and how people live - Suggest reasons why it might be helpful to follow a moral code and why it might be	
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					of these examples is the most inspiring to pupils? Are there any practical ways they can help people in need? Should they?	difficult, offering different points of view • Define the terms 'theist', 'atheist' and 'agnostic' and give examples of statements that reflect these beliefs • Identify and explain what religious and non-religious people believe about God, saying where they get their ideas from • Give examples of reasons why people do or do not believe in God • Make clear connections between what people believe about God and the impact of this belief on how	
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						they live Give evidence and examples to show how Christians sometimes disagree about what God is like (e.g. some differences in interpreting Genesis)	
Year 6							
Unit	U2.7 Why do Hindus want to be good? (Karma/dharma/samsara/moksha)	U2.2 Creation and science: conflicting or complimentary?	U2.5 What do Christians believe Jesus did to 'save' people?	U2.6 For Christians, what kind of king is Jesus?		U2.12	UC2B.2 UC2B.7 UC2B.8 UC2B.3
Key Skills and Knowledge	- Identify and explain Hindu beliefs, e.g. dharma, karma, samsara, moksha, using technical terms accurately - Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs	- Identify what type of text some Christians say Genesis 1 is, and its purpose - Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of	- Outline the timeline of the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it - Explain what Christians mean when they say that Jesus' death was a sacrifice, using theological terms - Suggest meanings	- Explain connections between biblical texts and the concept of the kingdom of God - Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations		- Describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life - Identify beliefs about life after death in at least two religious traditions,	

	about samsara, moksha, etc. - Make clear connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live - Connect the four Hindu aims of life and the four stages of life with beliefs about dharma, karma, moksha, etc. - Give evidence and examples to show how Hindus put their beliefs into practice in different ways	different interpretations Make clear connections between Genesis 1 and Christian belief about God as Creator Show understanding of why many Christians find science and faith go together	between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper - Show how Christians put their beliefs into practice in different ways for narratives of Jesus' death/resurrection, comparing their ideas with ways in which Christians interpret these texts - Make clear connections	- Make clear connections between belief in the kingdom of God and how Christians put their beliefs into practice - Show how Christians put their beliefs into practice in different ways		comparing and accounting for similarities and differences - Make clear connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement) - Give examples of ways in which beliefs about resurrection/judgement/heaven/karma/reincarnation make a difference to how someone lives	
Our curriculum provides children with opportunities to explore the big questions in the world:							
Possibilities	Our curriculum intends to raise children's aspirations and set high expectations for <u>ALL</u> pupils:						
Well-Being	Our curriculum intends to raise self-esteem and self-confidence:						
Belonging	Our curriculum intends to educate children about their place in the world						

**World
Aware**

Our curriculum intends to be based on a range of experiential opportunities to help them understand the world they live in:

Trust, Friendship, Respect, Forgiveness, Courage, Truthfulness