RE Curriculum Progression Overview



In RE we teach through the **concepts** through a **cycle of enquiry:** communicate, apply, enquire, contextualise and evaluate. In RE children reveal they are making progress by being able to show teachers they can:

Interpret human experience in relation to religion and a religious way of looking at and existing in the world.

It is the skill of the child to enquire that is at the heart of the RE cycle. We use Living Difference 111 for guidance.

C = Christian I= Islam (Muslim) H = Hindu S- Sikhism A Concepts B Concepts C Concepts

Autumn 1 Bears	Autumn 2 Celebrations	Spring 1 Superheroes	Spring 2 Eggs	Summer 1 The Farm	Summer 2
Thankful – Harvest - C Children will be able to: Step 1 share their own experience of saying thank you. Step 2 listen to others talk about what harvest is. Step 3 begin to identify what a harvest celebration is Step 4 begin to recognise how Christians		Superheroes Special Books - The Quran - I Children will be able to: Step 1 Talk about books that are special to them Step 2 Talk about how different books are important to different people Step 3 Talk about why some books are special	Eggs - New Life at Easter - C Children will be able to: Step 1 begin to communicate their ideas about eggs as a reminder/symbol of new life Step 2 begin to identify how Christians use eggs as a reminder/ symbol of new life Step 3 share their own experiences of eggs		Celebration - Eid al-Fitr - I Children will be able to: Step 1/2 begin to share their own experience of celebration and what they have learnt about it. Step 3 begin to identify and talk about how Muslims celebrate Eid al Fitr. Step 4 share their own ideas and responses about celebration and share their ideas
celebrate harvest. Step 5 reflect on their idea about the importance of saying thank you. Vocabulary:	Christians celebrate Jesus' birth Step 5 reflect on the idea about the importance of celebrating birth. Vocabulary:	Step 4 Talk about how Muslims read their special book the Quran. Step 5 Explain why the Quran is important for Muslims.	Step 4 begin to reflect on their own ideas about eggs as a reminder/symbol Step 5 respond in a variety of ways to their own ideas and experiences. Vocabulary:	share their ideas about the importance to Christians today of the stories Jesus told. Step 5 reflect about stories that Jesus told. Do they help Christians to learn? Vocabulary:	about the importance of celebrating Eid al-Fitr to the Islamic community. Step 5 reflect on the idea of the importance of celebrating.

Autumn 1 Robots	Autumn 2 Toys	Spring 1 Amazing Me	Spring 2 Let's Explore	Summer 1 The Great Fire of London	Summer 2 Forests
Celebration C Harvest Children will be able to: Step 1Communicate: talk about a celebration that is important to them Step 2 Apply: Identify simple examples of how celebration relates to their own and others' lives Step 3 Enquire: Talk about what a celebration is and list some features of celebrations Step 4 Contextualise: Recognise ways in which Christians celebrate Harvest Step 5 Evaluate: Talk about the importance for Christians of celebrating Harvest.	Journeys C The Nativity Children will be able to: Step 1 talk about their own responses to journey's end in their experience Step 2 identify how different journey's ends relate to their lives Step 3 identify and talk about different journeys' ends Step 4 recognise the journey's end of the characters in the Christmas birth narratives Step 5 talk about the importance of the journeys' end to Christians.	Special People I The Prophet Muhammad Children will be able to: Step 1 Talk about own response to special people. Step 2 Identify how their responses relate to events in their own lives. Step 3 Identify and talk about special people that are common to all people Step 4 Recognise what Muslims think about their special person Muhammad. Step 5 Evaluate why Muhammad is special to Muslims.	Sadness to happiness C Easter Children will be able to: Step 1 talk about their own experiences of sad then happy Step 2 identify feelings of sadness/happiness in different situations and for different people Step 3 identify and talk about the concepts of sadness and happiness Step 4 recognise how sadness and happiness are significant in the Easter story Step 5 talk about the importance of the feelings of sadness and happiness to Christians when they remember the Easter story.	Change C People Jesus Met Children will be able to: Step 1 identify and talk about different types of change in their experience Step 2 identify how their responses to change affect their lives Step 3 identify and talk about the meaning of change and different types of change Step 4 recognise that Christians believe that Jesus changes some people's lives Step 5 talk about why the idea of Jesus being able to change people is important to Christians and identify an issue raised.	Special Places C and I The Church and the Mosq Step 1 Enquire Most children will be able to describe in simple terms the meaning of special. Step 2.Contextualise Most children can simply describe special places for Christians and Muslims. 3.Evaluate Most children can talk about why it is importate for Christians and Muslims to have special places? 4.Communicate Most children can describe in simple terms their responses to special places. 5.Apply Most children can ident simple examples of how their responses relate to their own lives and lives o others.
Vocabulary:	Vocabulary:	Vocabulary:	Vocabulary:	Vocabulary:	Vocabulary:

Autumn 1 Turrets and Tiaras	Autumn 2 Turrets and Tiaras	Spring 1 Wonderful Weather	Spring 2 Beautiful Beaulieu	Summer 1 Titanic	Summer 2 Amazing Africa
Creation C and I Creation Stories Children will be able to: Step 1 identify and talk about the concept of creation Step 2 simply describe the Christian and Muslim creation stories Step 3 describe in simple terms why they think Christians and Muslims value these stories Step 4 describe in simple terms their response to creation Step 5 identify simple examples of how their response to creation relates to their own and others' lives.	Symbol of Light C Advent Children will be able to: Step 1 Identify and talk about their own responses to candle flame Step 2 Describe in simple terms how candle flame relates to their own lives Step 3 Describe in simple terms how a candle flame is a reminder (a symbol) of important people or events Step 4 Describe how candle flames are used at Advent Step 5 Talk about the importance of candle flames in their lives and in the lives of Christians.	Special Objects I Prayer Mats Children will be able to: Step 1 Describe objects that are special to them Step 2 Give examples of how different items are important to different people Step 3 Describe why some items are special. Step 4 Describe how Muslims use their prayer mat. Step 5 Describe and explain why the prayer mat is important for Muslims.	Welcoming C Psalm Sunday Children will be able to: Step 1 Children can describe in simple terms what welcoming means Step 2: They can describe in simple terms how the concept of welcoming is important to the story of Palm Sunday and how Christians re-create that welcome today. Step 3: They can evaluate the concept by simply describing the importance of welcoming in the story of Palm Sunday. Step 4: They can describe in simple terms their own ideas about the concept of welcoming and identify examples of when they have felt welcomed. Step 5: They can describe in simple terms situations in which welcoming is inappropriate, not important or can change to hostility.	Precious C Water Baptism Children will be able to: Step 1. Ch can describe in simple terms their responses to the idea of water being precious. Step 2. Ch can identify simple examples of how their response relate to their own lives and the lives of others. Step 3. Ch can describe in simple terms how everyone understands why water is precious. Step 4 Ch describe simple ways in which Christians use water in a special way and show that it is precious. Step 5 Ch describe the importance of the use of water for Christians.	Remembering I Eid al-adha Children will be able to: Step 1: Children can describe in simple terms what remembering means. Step 2: They can describe in simple terms how remembering the story of the prophet Ibrahim i important to Muslims and how they celebrate. Step 3: They can evaluate the concept by simply describing the importance of remembering the story of prophet Ibrahim to Muslims. Step 4: They can describe in simple terms their own ideas about the concept of remembering and identify examples of when they have remembered people of events. Step 5: They can describe in simple terms situations in which welcoming is inappropriate, not important or can change to hostility.
Vocabulary:	Vocabulary:	Vocabulary:	Vocabulary:	Vocabulary:	Vocabulary:

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Children will be able to: Step 1 describe the concepts of good and evil Step 2 describe ways in which Hindus remember good and evil in the story and celebrations of Divali Step 3 describe the mportance of Hindus valuing good overcoming evil Step 4 describe their own responses to the concepts of good and evil Step 5 describe examples of now responses to good and evil affect their own and others' ives.	Angels C Angels Children will be able to: Step 1 describe their own responses to image. Step 2 describe examples of how their responses to imagery can be applied to their and others' lives. Step 3 describe the meaning of image. Step 4 describe how angel images are used in the stories of the birth of Jesus. Step 5 evaluate the importance of imagery by explaining the value to Christians.	Devotion H Mahashivratri Children will be able to: Step 1 describe the meaning of the concept of devotion. Step 2 describe how the concept of devotion is expressed within the celebration of Mahashivratri. Step 3 evaluate the importance of devotion by describing its value to Hindus and by identifying and describing an issue raised. Step 4 describe their own response to the idea of devotion in their own lives. Step 5 describe examples of how feeling devoted affects theirs and others' lives.	Symbol The Cross C Children will be able to: Step 1 describe what a symbol is. Step 2 describe how different crosses have different meanings. Step 3 evaluate, by describing, the importance and relevance of a symbol to Christians. Step 4 describe a personal response to the concept of a symbol. Step 5 describe how the concept can be applied in their own and others' lives.	Sacred Place C and H Places of worship the church and the temple. Children will be able to: Step 1 describe what sacred means. Step 2 describe how the church and temple are sacred. Step 3 evaluate, by describing the importance and relevance of sacred places to Christians and Hindus. Step 4 describe a personal response to the concept of sacred. Step 5 describe how the concept can be applied in their own and others' lives.	Neighbour Good Samaritan Children will be able to: Step 1: Children can describe the concept of neighbour. Step 2: Children can describe how this concept contextualised within Christianity Step 3: Children can evaluate the value of the concept to Christians. Identify and describe som issues raised. Step 4: Children describe their responses to the concept. Step 5: Children describe how their responses to the concept can be applied in their own lives and the live of others.
Vocabulary:	Vocabulary:	Vocabulary:	Vocabulary:	Vocabulary:	Vocabulary:

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Courage- C Christian Old Testament Stories of Courage Children will be able to: describe what they think courage means to them describe the concept in their own lives and others' describe ideas about the concept of courage describe some of the beliefs Christians have with reference to appropriate Old Testament stories describe why the concept of courage is important for Christians and to themselves	Faith – C Annunciation story Children will be able to: Step 1 describe the meaning of the concept faith. Step 2 describe the annunciation story. Step 3 describe the importance of the annunciation story to Christians Step 4 describe their own responses and ideas about faith. Step 5 describe example of how feelings/ responses to faith affect their own and others' lives.	Myth – H Myth Children will be able to: Step 1 describe the meaning of the concept myth. Step 2 describe the myth - Krishna and the serpent. Step 3 describe the importance of this myth to Hindus. Step 4 describe their own responses and ideas about myths. Step 5 describe example of how feelings/ responses to myths affect their own and others' lives.	Eucharist – C Communion Children will be able to: Step 1 describe the meaning of the concept symbol Step 2 describe how and why the symbols of bread and wine are used by Christians Step 3 describe the importance of the symbols to Christians Step 4 describe their own responses and ideas about symbols Step 5 describe example of how feelings/ responses to symbols affect their own and others' lives.	Ritual – H and C Prayer Children will be able to: Step 1 describe the meaning of ritual Step 2 describe how ritual is expressed by some Christians and Hindu people Step 3 evaluate the significance of ritual by describing its importance to Hindus and Christians by identifying some issues raised Step 4 describe their own responses to ritual Step 5 describe examples of how their responses can be applied to their own and others' lives.	God Talk – H and C Ideas of God – Christianit and Hinduism Children will be able to: describe what they think God means to them describe the concept in their own lives and others' describe ideas about the concept of God describe some of the beliefs Christians and Hindus have about God. describe why the concept of God is important for Christians and to themselves
Vocabulary:	Vocabulary:	Vocabulary:	Vocabulary:	Vocabulary:	Vocabulary:

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Wisdom – S Gurus Children will be able to: explain what they think wisdom means to them explain the concept in their own lives and others' explain ideas about the concept of wisdom explain the beliefs Sikhs and have about Gurus. explain why the concept of wisdom is important for Sikhs and to themselves.	Interpretation – C Christmas – the two birth narratives. 1. Children can explain what interpretation is. 2. Children can explain how interpretation is expressed within the Christian birth narratives. 3. Children can evaluate, by explaining, the importance and relevance of interpretation to Christians. 4. Children can explain a personal response to the concept of interpretation. 5. Children can explain	Stewardship C and S Creation 1. Children can explain what stewardship is. 2. Children can explain how stewardship is expressed within the Christian and Sikh stories of creation. 3. Children can evaluate, by explaining, the importance and relevance of stewardship to Sikhs and Christians. 4. Children can explain a personal response to the concept of stewardship.	Sacrifice - C The Easter Story 1. Children can explain what sacrifice is. 2. Children can explain how sacrifice is expressed within the Christian story. 3. Children can evaluate, by explaining, the importance and relevance of sacrifice to Christians. 4. Children can explain a personal response to the concept of sacrifice 5. Children can explain how the concept can be applied in their own and others' lives.	Sacred place C and S The Church and the Gurdwara 1. Children can explain what a sacred place is. 2. Children can explain why the Gurdwara is sacred to Sikhs and the Church is sacred to Christians. 3. Children can evaluate, by explaining, the importance and relevance of sacred places to Sikhs and to Christians. 4. Children can explain a personal response to the concept of sacred place. 5. Children can explain how the concept can be applied in their own and others' lives.	Symbol – C Stones 1. Children can explain what a symbol is. 2. Children can explain hostones are important symbols for Christians. 3. Children can evaluate, explaining, the importance and relevance of stone symbols to Christians. 4. Children can explain a personal response to the concept of symbols. 5. Children can explain host the concept can be applied in their own and others' lives.
	how the concept can be applied in their own and others' lives.	5. Children can explain how the concept can be applied in their own and others' lives.			
Vocabulary:	Vocabulary:	and others' lives. Vocabulary:	Vocabulary:	Vocabulary:	Vocabulary:

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Identity S Baisakhi (Vaisakhi) Children will be able to: Step 1 explain their response to the concept of identity. Step 2 explain and give examples of how the concept of identity affects their lives and the lives of others Step 3 explain the meaning of the word identity. Step 4 explain how Baisakhi is important to Sikhs. Step 5 Evaluate the importance of Baisakhi to Sikhs by explaining its value.	Incarnation C The extraordinary baby! 1. Children can explain what people mean by the concept incarnation. 2. Children can explain how incarnation is significant within the Nativity story and how this is expressed in different ways. 3. Children can evaluate, by explaining the importance of incarnation to Christiamsn. 4. Children can explain their own response to the concept of resurrection through painting 5. Children can explain thave different ideas about the concept of resurrection.	Leadership C Jesus and Hitler – a year 6/7 Transition topic	Resurrection C What happened next? 1. Children can explain what people mean by resurrection. 2. Children can explain how resurrection is significant within the Easter story and how this is expressed through art. 3. Children can evaluate, by explaining, value of people's interpretations of resurrection. 4. Children can explain their own response to the concept of resurrection through painting. 5. Children can explain how people will have different ideas about the concept of resurrection.	Ceremony C and S Death Children will be able to: Step 1 explain their response to the idea of a death ceremony for a leaf or something else. Step 2 explain and give examples of how the idea of death ceremonies affects their lives and the lives of others Step 3 explain the meaning of the word ceremony Step 4 explain how Christians and Sikjs perform death ceremonies Step 5 evaluate the importance of death ceremonies to Christians and Sikhs by explaining their value.	Service S Langar Children will be able to: Step 1 explain their response to the concept of service. Step 2 explain and give examples of how the concept of service affects their lives and the lives of others Step 3 explain the meaning of the word service. Step 4 explain how Langar is important to Sikhs Step 5 Evaluate the importance of Langar to Sikhs be explaining its value.
Vocabulary:	Vocabulary:	Vocabulary:	Vocabulary:	Vocabulary:	Vocabulary: