

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

Year R – links are made to the Early Years Foundation Framework in the medium term plans.					
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 <i>celebration</i> is Step 4 begin to recognise how Christians <i>celebrate</i> harvest. Step 5 reflect on their idea about the importance of saying thank you.	Birth – Jesus' Birth at Christmas - C Children will be able to: Step 1 share their own experience of birthdays Step 2 listen to others talk about how <i>birth</i> is <i>celebrated</i> Step 3 begin to identify what a <i>celebration</i> is Step 4 begin to recognise how Christians <i>celebrate</i> Jesus' <i>birth</i> Step 5 reflect on the idea about the importance of <i>celebrating</i> birth.	Special Books - The Quran – I Children will be able to: Step 1 Talk about books that are <i>special</i> to them Step 2 Talk about how different books are important to different people Step 3 Talk about why some books are <i>special</i> Step 4 Talk about how Muslims read their special book the Quran. Step 5 Explain why the Quran is important for Muslims.	Eggs – New Life at Easter – C Children will be able to: Step 1 begin to communicate their ideas about eggs as a <i>reminder/symbol of new life</i> Step 2 begin to identify how Christians use eggs as a <i>reminder/ symbol of new life</i> Step 3 share their own experiences of eggs Step 4 begin to reflect on their own ideas about eggs as a <i>reminder/symbol</i> Step 5 respond in a variety of ways to their own ideas and experiences.	Learning from Stories – Stories Jesus Told – C Children will be able to: Step 1/2 begin to share their own experience of <i>stories</i> and what they have <i>learnt</i> from different stories Step 3 begin to identify and talk about how Jesus told many <i>stories</i> to help people <i>learn</i> about God Step 4 share their own ideas and responses about what people may have <i>learnt</i> from Jesus' <i>stories</i> and share their ideas about the importance to Christians today of the <i>stories</i> Jesus told. Step 5 reflect about stories that Jesus told. Do they help Christians to learn?	Celebration - Eid al-Fitr – I Children will be able to: Step 1/2 begin to share their own experience of <i>celebration</i> and <i>what they have learnt about it</i> . 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 about the importance of celebrating Eid al-Fitr to the Islamic community. Step 5 reflect on the idea of the importance of celebrating.
Vocabulary:	Vocabulary:	Vocabulary:	Vocabulary:	Vocabulary:	Vocabulary:

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

Year 4					
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: <ul style="list-style-type: none"> describe what they think <i>courage</i> means to them describe the concept in their own lives and others' describe ideas about the concept of <i>courage</i> describe some of the beliefs Christians have with reference to appropriate Old Testament stories describe why the concept of <i>courage</i> is important for Christians and to themselves 	Faith – C Annunciation story Children will be able to: <p>Step 1 describe the meaning of the concept <i>faith</i>.</p> <p>Step 2 describe the annunciation story.</p> <p>Step 3 describe the importance of the <i>annunciation story</i> to Christians</p> <p>Step 4 describe their own responses and ideas about <i>faith</i>.</p> <p>Step 5 describe example of how feelings/ responses to <i>faith</i> affect their own and others' lives.</p>	Myth – H Myth Children will be able to: <p>Step 1 describe the meaning of the concept <i>myth</i>.</p> <p>Step 2 describe the myth - Krishna and the serpent.</p> <p>Step 3 describe the importance of this <i>myth</i> to <i>Hindus</i>.</p> <p>Step 4 describe their own responses and ideas about <i>myths</i>.</p> <p>Step 5 describe example of how feelings/ responses to <i>myths</i> affect their own and others' lives.</p>	Eucharist – C Communion Children will be able to: <p>Step 1 describe the meaning of the concept <i>symbol</i></p> <p>Step 2 describe how and why the <i>symbols</i> of bread and wine are used by Christians</p> <p>Step 3 describe the importance of the <i>symbols</i> to Christians</p> <p>Step 4 describe their own responses and ideas about <i>symbols</i></p> <p>Step 5 describe example of how feelings/ responses to <i>symbols</i> affect their own and others' lives.</p>	Ritual – H and C Prayer Children will be able to: <p>Step 1 describe the meaning of <i>ritual</i></p> <p>Step 2 describe how ritual is expressed by some Christians and Hindu people</p> <p>Step 3 evaluate the significance of ritual by describing its importance to Hindus and Christians by identifying some issues raised</p> <p>Step 4 describe their own responses to ritual</p> <p>Step 5 describe examples of how their responses can be applied to their own and others' lives.</p>	God Talk – H and C Ideas of God – Christianity and Hinduism Children will be able to: <ul style="list-style-type: none"> describe what they think <i>God</i> means to them describe the concept in their own lives and others' describe ideas about the concept of <i>God</i> describe some of the beliefs Christians and Hindus have about God. describe why the concept of <i>God</i> is important for Christians and to themselves
Vocabulary:	Vocabulary:	Vocabulary:	Vocabulary:	Vocabulary:	Vocabulary:

Year 5					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Wisdom – S Gurus <p>Children will be able to:</p> <ul style="list-style-type: none"> explain what they think <i>wisdom</i> means to them explain the concept in their own lives and others' explain ideas about the concept of <i>wisdom</i> explain the beliefs Sikhs and have about Gurus. explain why the concept of <i>wisdom</i> is important for Sikhs and to themselves. 	Interpretation – C Christmas – the two birth narratives. <ol style="list-style-type: none"> Children can explain what interpretation is. Children can explain how interpretation is expressed within the Christian birth narratives. Children can evaluate, by explaining, the importance and relevance of interpretation to Christians. Children can explain a personal response to the concept of interpretation. Children can explain how the concept can be applied in their own and others' lives. 	Stewardship C and S Creation <ol style="list-style-type: none"> Children can explain what stewardship is. Children can explain how stewardship is expressed within the Christian and Sikh stories of creation. Children can evaluate, by explaining, the importance and relevance of stewardship to Sikhs and Christians. Children can explain a personal response to the concept of stewardship. Children can explain how the concept can be applied in their own and others' lives. 	Sacrifice - C The Easter Story <ol style="list-style-type: none"> Children can explain what sacrifice is. Children can explain how sacrifice is expressed within the Christian story. Children can evaluate, by explaining, the importance and relevance of sacrifice to Christians. Children can explain a personal response to the concept of sacrifice 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 <ol style="list-style-type: none"> Children can explain what a sacred place is. Children can explain why the Gurdwara is sacred to Sikhs and the Church is sacred to Christians. Children can evaluate, by explaining, the importance and relevance of sacred places to Sikhs and to Christians. Children can explain a personal response to the concept of sacred place. Children can explain how the concept can be applied in their own and others' lives. 	Symbol – C Stones <ol style="list-style-type: none"> Children can explain what a symbol is. Children can explain how stones are important symbols for Christians. Children can evaluate, by explaining, the importance and relevance of stone symbols to Christians. Children can explain a personal response to the concept of symbols. Children can explain how the concept can be applied in their own and others' lives.
Vocabulary:	Vocabulary:	Vocabulary:	Vocabulary:	Vocabulary:	Vocabulary:

