

RE Subject Progression Document RWPA



Area of Study- Big Questions

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Where do we belong?	Who is a Christian and what do they believe?	Who is Jewish and what do they believe?	What does it mean to be a Christian in Britain today?	What does it mean to be a Hindu in Britain today?	Why do some people think God exists?	What does it mean to be a Muslim in Britain today?
Which times are special and why?	How and why do we celebrate special and sacred times?	How and why do we celebrate special and sacred times?	What does it mean to be a Hindu in Britain today?	How do people from religious and non-religious communities celebrate key festivals?	What does it mean to be a Muslim in Britain today?	What can be done to reduce racism?
What is special about our world?	Who is a Muslim and what do they believe?	Who is a Muslim and what do they believe?	Why is the Bible so important for Christians today?	What does it mean to be a Christian in Britain today?	What matters most to Christians and Humanists?	Can religion help? Is it better to express your beliefs in arts and architecture or in charity and generosity
Which people are special and why?	What does it mean to belong to a faith community?	Who is a Christian and what do they believe?	Why are festivals important to religious communities?	What does it mean to be a Christian in Britain today?	What would Jesus do? (Can we live by the values of Jesus in the twenty-first century?)	What do religions say to us when life gets hard?
Which places are special and why?	What makes some places sacred?	How can we learn from sacred books?	What do different people believe about God?	Why is Jesus inspiring to some people?	If God is everywhere, why go to a place of worship?	
		How should we care for others and the world, and why does it matter?	Why do people pray?	What can we learn from religions about deciding what is right and wrong?	Green religion- How and why should religious communities do more to care for the Earth?	
				Why do some people think that life is like a journey and what significant experiences mark this?		

New Vocabulary belong,team,unique ,valuable,co-operate, faith,baptism, symbols, celebration,Christening religious festival, creation, bible,	New Vocabulary psalm,Christianity, Jewish,mezuzah,shabbat,Pesach,Hanukkah, Sukkot,Passover celebrate/celebration, Christmas, Easter, Harvest, Eid-ul-Fitr, Ramadan, self control Holy week, Islam, Muslim, Allah, Prophet Muhammed, Qur'an Christian, belief, symbol, image, tradition, parable,miracle. creation, responsibility, world Eid-ul-Adha,vicar,benefits,responsibilities,,disciple s,prophet reflection,significant, mosque, church, place of worship, Makkah, Jerusalem Islam,Mohammed,Muslim,	New Vocabulary cross/crucifix, palm cross, grace, practice faith, parish news letter.poverty charity, community. Hindu deity, dharma, reincarnation, karma, moksha (liberation), guru, ahimsa, Mandir, pandit, puja thali, aarti, murti, Bible, gospel, books, Old Testament, New Testament, scripture, prophets, evangelist Prayer, worship,	New Vocabulary Humanist Humanism Humanity Atheism Agnosticism Science Evidence Curiosity Evolution Natural selection The Big Bang Reason Empathy Compassion Respect Dignity The Golden Rule Responsibility Human rights Happy Human Flourishing Celebrant racism, racist a person's colour, nationality, ethnicity or citizenship.discriminate sacred, art, architecture, geometric/natural pattern,charity, generosity
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Children will...

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share and record occasions when things have happened in their lives that made them feel special recall simple stories connected with Christmas / Easter and a festival from another faith talk about what people do to mess up the world and what they do to look after it.	know that Christians believe in God and know some ideas associated with Christian beliefs about God and Jesus. know how Christians celebrate Christmas/ Easter/Harvest and retell stories associated with them. know that Muslims believe in Allah and can recognise some objects used by Muslims and say why they are important. know what happens at a traditional Christian baptism and know two ways people show that they belong to each	know about the fact that Jewish people believe in God and be able to retell a story that shows what Jewish people did at the festivals of Sukkot, Chanukah or Pesach. know the meanings for some symbols and actions used in religious celebrations, includingEaster/Christmas, Chanukah and/or Eid-ul-Fitr explain some simple ideas that the Holy Qur'an says and how Muslims behave be able to make links between what Jesus	know some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teaching Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life. Give some reasons why (& how) Christians use the Bible today. Be able to to make connections between stories, symbols and beliefs with what	Explain similarities and differences between Hindu worship and worship in another religious tradition Identify some differences in the way festivals(e.g. Christmas) are celebrated within and between different religious and non-religious worldviews Suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes	Outline clearly a Christian understanding of what God is like, using examples and evidence Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad Describe some Christian and Humanist values. Outline Jesus' teaching on how his followers should live Present ideas about the importance of people in a place of worship,	Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils Understand the challenges racism presents to human communities and consider different religious responses. Suggest reasons why some believers see generosity and charity as more important than buildings and art. Explain some similarities and differences between

<p>hold conversations about what makes their family and friends special to them</p> <p>recognise two different places of worship using new vocabulary</p>	<p>other when they get married.</p> <p>identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used for.</p>	<p>taught and what Christians believe and do.</p> <p>retell some stories from the Christian bible and from another faith.</p> <p>understand that some people believe that God created the world and that we should look after it.</p>	<p>happens in at least two festivals</p> <p>be able to describe some of the ways in which Christians Hindus and/or Muslims describe God</p> <p>be able to describe the practice of prayer in Christianity and Islam.</p>	<p>Make connections between some of Jesus' teachings and the way Christians live today</p> <p>Make connections between stories of temptation and why people can find it difficult to be good.</p> <p>Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people</p>	<p>rather than the place itself.</p> <p>Understand the challenges facing the planet and responses from different religions.</p>	<p>beliefs about life after death.</p>
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