



GREENVALE PRIMARY SCHOOL
Progression of Knowledge & Skills



RE

Early Years: Physical Development & Expressive Art and Design & Communication

<u>3 & 4-year-olds will be learning to:</u>	<u>Children in Reception will be learning to:</u>	<u>ELG:</u>
<p style="text-align: center;"><u>Personal, Social and Emotional Development</u></p> <ul style="list-style-type: none"> Develop their sense of responsibility and membership of a community. <p><u>Understanding the World</u></p> <ul style="list-style-type: none"> Continue to develop positive attitudes about the differences between people. 	<p style="text-align: center;"><u>Personal, Social and Emotional Development</u></p> <ul style="list-style-type: none"> See themselves as valuable individuals. Think about the perspectives of others. <p><u>Understanding the World</u></p> <ul style="list-style-type: none"> Talk about members of their immediate family and community. Name and describe people who are familiar to them. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. 	<p style="text-align: center;"><u>Personal, Social and Emotional Development</u></p> <p><u>Building Relationships</u></p> <ul style="list-style-type: none"> Show sensitivity to their own and others' needs. <p><u>Understanding the World</u></p> <p><u>Past and Present</u></p> <ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society. Understand the past through settings, characters and events encountered in books read in class and storytelling. <p><u>People and Communities</u></p> <ul style="list-style-type: none"> 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.

RE

Knowing about and understanding religions and world views.

Beliefs and teachings (from various religions) Rituals, ceremonies and lifestyles (from various religions)

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Identify a special time they celebrate and what celebration means. • Recognise some symbols and images used to express ideas. • Recognise that there are special places where people go to worship and talk about what people do there. • Talk about a belief in God for some communities. • Talk about some of the stories that are used in religious contexts and why people still read them. • Identify at least three objects used in worship in two religions. • Talk about ways in which religious figures are special. • Recognise that some people believe God created the world so we should look after it. 	<ul style="list-style-type: none"> • Retell some stories behind festivals. • Retell stories about care for the world. • Recognise religious objects and suggest why they are important and how they are used. • Retell stories from more than one faith and explain what they mean. • Make simple links between belief and practice. • Make links between the messages within sacred texts and the way people live. 	<ul style="list-style-type: none"> • Retell stories linked to festivals and say why they are important to believers. • Recall and name some of the ways religions mark milestones of commitment. • Retell and suggest the meanings of stories from sacred texts about people who encounter God. • Recall and name some stories from sacred texts that inspire. • Describe what some believers say or do as they pray. 	<ul style="list-style-type: none"> • Make connections between stories, symbols and beliefs and what happens in at least two festivals. • Identify similarities and differences in the way festivals are celebrated within and between religions. • Suggest why some people see life as a journey and identify some of the key milestones on this journey. • Describe what happens in ceremonies of commitment and say what these rituals mean. • Describe some of the ways religious groups describe God. • Make connections between stories within a sacred text. • Give simple definitions of some key religious terminology, such as gospel, incarnation and salvation. • Describe the practise of prayer. • Make connections between stories about temptations and why people can find it difficult to be good. 	<ul style="list-style-type: none"> • Give simple definitions of some key terms to do with life after death such as salvation, heaven, reincarnation. • Describe what Ahimsa, Grace and Ummah mean to religious people. 	<ul style="list-style-type: none"> • Outline religious and/or non-religious beliefs about life after death. • Describe and make connections between examples of religious creativity. • Describe the forms of guidance religious people use and compare them to the forms of guidance experienced by the pupil. • Make connections between the key functions of a religious building and the beliefs of the community. • Make connections between beliefs and behaviour in different religions.

Expressing and communicating ideas related to religions and world views.

Values (in your own life and others' lives) How beliefs are expressed

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Recognise ways that people treat their scared books. • Talk about how religions teach people that they are valuable, giving simple examples. • Talk about what is special and of value about belonging to a group that is important to them. • Show an awareness that some people belong to different religions. 	<ul style="list-style-type: none"> • Recognise that scared texts contain stories, which are special to many people and should be treated with respect. • Identify ways that festivals are marked and identify how this might make people feel. • Talk about special religious days and give examples of what might be done to celebrate. • Talk about ways in which stories, objects, symbols and actions show what people believe. • Ask questions and suggest answers to questions about stories to do with religious festivals. • Identify ways that some people make a response to God by caring for others and the world. 	<ul style="list-style-type: none"> • Recognise and identify some differences between religions festivals and other types of celebrations. • Identify beliefs about God. • Respond thoughtfully to examples of how praying helps religious believers. • Recall and talk about some rules for living in religious traditions. 	<ul style="list-style-type: none"> • Give examples of how and suggest reasons why religious groups use their sacred text today. • Ask questions and give ideas about what matters most to believers in festivals. • Suggest reasons why marking milestones of life are important to religious communities. • Suggest why having faith or belief in something can be hard. • Identify how and say why it makes a difference to people's lives to believe in God. • Describe ways in which prayers can comfort and challenge believers. • Describe and comment on similarities and differences between how different religions pray. • Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions. • Give examples of ways in which some inspirational people have been guided by their religion. 	<ul style="list-style-type: none"> • Identify three reasons why a sacred text is important to a religious group and how it makes a difference to how they live. • Raise thoughtful questions and suggest some answers about life, death, suffering and what matters most in life. 	<ul style="list-style-type: none"> • Offer interpretations of two parables and say what they might teach people about how to live. • Express ideas about how and why religion can help believers when times are hard, giving examples. • Explain some similarities and differences between beliefs about life after death. • Explain some reasons why groups of people have different ideas about an afterlife. • Show an understanding of the value of sacred buildings and art. • Suggest reasons why some believers see generosity and charity as more important than buildings and art. • Outline the challenges of belonging to a religious community in Britain today. • Consider similarities and differences between beliefs and behaviour in different faiths.



RE

Gaining and deploying the skills for studying religions and worldviews.

Time to reflect and personal growth

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> • Ask some questions about believing in God and offer some ideas of their own. • Ask and suggest answers to questions arising in stories across more than one faith. • Describe some of the ways in which people use music in worship and talk about how different types of music makes them feel. • Talk about issues of good and bad, right and wrong arising from stories. • Use creative ways to express their own ideas about the creations story. • Respond to examples of cooperation between different people. 	<ul style="list-style-type: none"> • Suggest some ideas about good ways to treat others arising from their learning. • Find out about at least two teachings from religions about how to live a good life. 	<ul style="list-style-type: none"> • Ask questions and suggest some of their own responses to ideas about God. • Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives. • Discuss their own and others ideas about why humans do bad things and how people try to put things right. • Discuss their own ideas about how people decide right and wrong. 	<ul style="list-style-type: none"> • Discuss their own ideas about the importance of values to live by, comparing them to religious ideas. 	<ul style="list-style-type: none"> • Express their own understanding of what a religious figure would do in relations to a moral dilemma from the world today.



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Curriculum Map		RE									
		Autumn Terms 1&2			Spring Terms 3&4				Summer Terms 5&6		
NURSERY											
	Prog. Of Study	Special people	Christmas	Celebrations	Easter	Stories	Special places				
	Focus/Skill	What makes people special? Christianity, Judaism	What is Christmas? Concept: Incarnation Christianity	How do people celebrate? Hinduism	What is Easter? Concept: Salvation Christianity.	What we learn from stories? Christianity, Islam, Hinduism, Sikhism	What makes places special? Christianity, Islam, Judaism				
RECEPTION											
	Prog. Of Study	Special people	Christmas	Celebrations	Easter	Stories	Special places				
	Focus/Skill	What makes people special? Christianity, Judaism	What is Christmas? Concept: Incarnation Christianity	How do people celebrate? Hinduism	What is Easter? Concept: Salvation Christianity.	What we learn from stories? Christianity, Islam, Hinduism, Sikhism	What makes places special? Christianity, Islam, Judaism				
YEAR 1											
	Prog. Of Study	Creation Story	Christmas	Jesus as a friend	Easter – Palm Sunday	Shabbat	Rosh Hashanah and Yom Kippur				
	Focus/Skill	Does God want Christians to look after the world? Concept: God/Creation Christianity	What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem? Concept: Incarnation Christianity	Was it always easy for Jesus to show friendship? Concept: Incarnation Christianity	Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? Concept: Salvation Christianity	Is Shabbat important to Jewish Children? Judaism	Are Rosh Hashanah and Yom Kippur important to Jewish children? Judaism				
YEAR 2											
	Prog. Of Study	What did Jesus teach?	Christmas-Jesus as a gift from God	Passover	Prayer at home	Easter - Resurrection	The covenant	Community and belonging	Rites of passage and good works	Hajj	



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	Focus/Skill	Is it possible to be kind to everyone all the time? Christianity	Why do Christians believe God gave Jesus to the world? Concept: Incarnation Christianity	How important is it for Jewish people to do what God asks them to do? Judaism	Does praying at regular intervals help a Muslim in their everyday life? Islam	How important is it to Christians that Jesus came back to life after his crucifixion? Concept: Salvation Christianity	How special is the relationship Jews have with God? Judaism	Does going to a Mosque give Muslims a sense of belonging? Islam	What is the best way for a Jew to show commitment to God? Judaism	Does completing Hajj make a person a better Muslim? Islam
YEAR 3										
	Prog. Of Study	Diwali	The Amrit Ceremony and the Khalsa	Christmas	Jesus Miracles	Easter - Forgiveness	Hindu Beliefs	Sharing and community	Pilgrimage to the river Granges	Prayer and worship
	Focus/Skill	Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu? Hinduism	Does joining the Khalsa make a better Sikh? Sikhism	Has Christmas lost its true meaning? Concept: Incarnation Christianity	Could Jesus heal people? Were these miracles or is there some other explanation? Concept: Incarnation Christianity	What is 'good' about Good Friday? Concept: Salvation Christianity	How can Brahman be everywhere and in everything? Hinduism	Do Sikhs think it is important to share? Sikhism	Would visiting the river Ganges feel special to a non-Hindu? Hinduism	What is the best way for a Sikh to show commitment to God? Sikhism
YEAR 4										
	Prog. Of Study	Beliefs and Practices	Buddha's teachings	Christmas	Passover	The 8-Fold	Easter	Rites of passage and good works	The 8-fold path	Prayer and Worship
	Focus/Skill	How special is the relationship Jews have with God? Judaism	Is it possible for everyone to be happy? Buddhism	What is the most significant part of the nativity story for Christians today? Concept: Incarnation Christianity	How important is it for Jewish people to do what God asks them to do? Judaism	Can the Buddha's teachings make the world a better place? Buddhism	Is forgiveness always possible for Christians? Concept: Salvation Christianity	What is the best way for a Jew to show commitment to God? Judaism	What is the best way for a Buddhist to lead a good life? Buddhism	Do people need to go to church to show they are Christians? Christianity
YEAR 5										



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	Prog. Of Study	Belief in action	Prayer in Worship	Christmas	Beliefs and moral values	Hindu Beliefs	Easter	Prayer and worship	Beliefs and Moral values	Beliefs and Practices
	Focus/Skill	How far would a Sikh go for their religion? Sikhism	What is the best way for a Hindu to show commitment to God? Hinduism	Is the Christmas story true? Concept: Incarnation Christianity	Are Sikh stories important today? Sikhism	How can Brahman be everywhere and in everything? Hinduism	How significant is it for Christians to believe God intended Jesus to die? Concept: Salvation Christianity	What is the best way for a Sikh to show commitment to God? Sikhism	Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives? Hinduism	What is the best way for a Christian to show commitment to God? Christianity
YEAR 6										
	Prog. Of Study	Beliefs and Practices	Christmas	Christmas	Beliefs and meaning	Easter	Beliefs and moral values	Beliefs and moral values		
	Focus/Skill	What is the best way for a Muslim to show commitment to God? Islam	How significant is it that Mary was Jesus' mother? Concept: Incarnation Christianity	Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born? Concept: Incarnation Christianity	Is anything eternal? Concept: Salvation Christianity	Is Christianity still a strong religion 2000 years after Jesus was on Earth? Concept: Gospel Christianity	Does belief in Akhirah (life after death) help Muslims lead good lives? Islam Enquiry over two terms	Does belief in Akhirah (life after death) help Muslims lead good lives? Islam Enquiry over two terms		