



RE Curriculum Progression





Year 1						
	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
RE	Knowing about and understanding religions and worldviews.		Expressing and communicating ideas related to religions and worldviews.			
	<p>To be able to:</p> <p>Identify a special time they celebrate and what celebration means.</p> <p>Recognise some symbols and images used to express ideas.</p> <p>Recognise that there are special places where people go to worship and talk about what people do there.</p> <p>Talk about a belief in God for some communities.</p> <p>Talk about some of the stories that are used in religious contexts and why people still read them.</p>	<p>To be able to:</p> <p>Identify at least three objects used in worship in two religions.</p> <p>Talk about ways in which religious figures are special.</p> <p>Recognise that some people believe God created the world so we should look after it.</p>	<p>To be able to:</p> <p>Recognise ways that people treat their sacred books.</p> <p>Talk about how religions teach people that they are valuable, giving simple examples.</p>	<p>To be able to:</p> <p>Talk about what is special and of value about belonging to a group that is important to them.</p> <p>Show an awareness that some people belong to different religions.</p>	<p>To be able to:</p> <p>Recognise ways that groups of people celebrate different religions.</p> <p>Talk about what celebrations teach people about their worldview.</p>	<p>To be able to:</p> <p>Talk about what is special and of value about belonging to a group that is important to them.</p> <p>Show an awareness that some people belong to different religions.</p>
Coverage	Islam, Christianity, Judaism	Christianity, Sikhism	Judaism, Islam , Christianity	Buddhism, Judaism, Islam	Hinduism, , Buddhism	Sikhism, Hinduism
Think carefully about how we can incorporate secularism (agnostics, atheists, humanists and other alternative faiths) into each term						





Year 2						
	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
RE	Knowing about and understanding religions and worldviews.		Expressing and communicating ideas related to religions and worldviews.		Gaining and deploying the skills for studying religions and worldviews	
	<p>To be able to:</p> <p>Retell some stories behind festivals.</p> <p>Retell stories about care for the world.</p> <p>Retell religious stories from more than one faith and explain what they mean.</p>	<p>To be able to:</p> <p>Recognise religious objects and suggest why they are important and how they are used.</p> <p>Make simple links between belief and practice.</p> <p>Make links between the messages within sacred texts and the way people live.</p>	<p>To be able to:</p> <p>Recognise that sacred texts contain stories which are special to many people and should be treated with respect.</p> <p>Identify ways that festivals are celebrated and identify how this might make people feel.</p> <p>Talk about special religious days and give examples of what might be done to celebrate.</p>	<p>To be able to:</p> <p>Talk about ways in which stories, objects, symbols and actions show what people believe.</p> <p>Ask questions and suggest answers to questions about stories to do with religious festivals.</p> <p>Identify ways that some people make a response to God by caring for others and the world.</p>	<p>To be able to:</p> <p>Ask some questions about believing in God and offer some ideas of their own.</p> <p>Ask and suggest answers to questions arising from stories across more than one faith.</p> <p>Describe some of the ways in which people use music in worship and talk about how different kinds of music makes them feel.</p>	<p>To be able to:</p> <p>Talk about issues of good and bad, right and wrong arising from stories.</p> <p>Use creative ways to express their own ideas about the creation story</p> <p>Respond to examples of cooperation between different people.</p>
Coverage	Islam, Christianity, Judaism	Christianity, Sikhism	Judaism, Islam , Christianity	Buddhism, Judaism, Islam	Hinduism, Christianity	All
Think carefully about how we can incorporate secularism (agnostics, atheists, humanists and other alternative faiths) into each half term						





Year 3						
	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
RE	Knowing about and understanding religions and worldviews.		Expressing and communicating ideas related to religions and worldviews.		Gaining and deploying the skills for studying religions and worldviews	
	<p>To be able to:</p> <p>Retell stories linked to festivals and say why they are important to believers.</p> <p>Recall and name some of the ways religions mark milestones of commitment.</p> <p>Retell and suggest the meanings of stories from sacred texts about people who encountered religious figures</p>	<p>To be able to:</p> <p>Recall and names some stories from sacred texts that inspire.</p> <p>Describe what some believers say or do as they pray.</p>	<p>To be able to:</p> <p>Recognise and identify some differences between religious festivals and other types of celebrations.</p> <p>Identify beliefs about God.</p>	<p>To be able to:</p> <p>Respond thoughtfully to examples of how praying helps religious believers.</p> <p>Recall and talk about some rules for living in religious traditions.</p>	<p>To be able to:</p> <p>Suggest some ideas about good ways to treat others arising from their learning.</p>	<p>To be able to:</p> <p>Find out about at least two teachings from religions about how to live a good life</p>
Coverage	Islam, Christianity, Judaism	Christianity, Sikhism	Judaism, Islam , Christianity	Buddhism, Judaism, Islam	All	Islam, Buddhism, Christianity, Sikhism
Think carefully about how we can incorporate secularism (agnostics, atheists, humanists and other alternative faiths) into each half term						





Year 4						
	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
RE	Knowing about and understanding religions and worldviews.		Expressing and communicating ideas related to religions and worldviews.		Gaining and deploying the skills for studying religions and worldviews	
	<p>To be able to:</p> <p>Make connections between stories, symbols and beliefs and what happens in at least two festivals</p> <p>Identify similarities and differences in the way festivals are celebrated within and between religions.</p> <p>Suggest why some people see life as a journey and identify some of the key milestones on this journey.</p>	<p>To be able to:</p> <p>Describe what happens in ceremonies of commitment and say what these rituals mean.</p> <p>Give simple definitions of some key religious terminology such as gospel, incarnation and salvation.</p> <p>Describe the practise of prayer/worship</p> <p>Make connections between stories about temptation and why people can find it difficult to be good.</p>	<p>To be able to:</p> <p>Give examples of how and suggest reasons why religious groups use their sacred text today.</p> <p>Ask questions and give ideas about what matters most to believers in festivals.</p> <p>Suggest reasons why marking milestones of life are important to religious communities.</p> <p>Suggest why having faith or belief in something can be hard.</p>	<p>To be able to:</p> <p>Describe ways in which prayer can comfort and challenge believers.</p> <p>Describe and comment on similarities and differences between how different religions pray.</p> <p>Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions</p>	<p>To be able to:</p> <p>Ask questions and suggest some of their own responses to ideas about "god"</p> <p>Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives.</p>	<p>To be able to:</p> <p>Discuss their own and others' ideas about why humans do bad things and how people try to put things right.</p> <p>Discuss their own ideas about how people decide right and wrong.</p>
Coverage	Islam, Christianity, Judaism	Christianity, Sikhism	Judaism, Islam , Christianity	Buddhism, Judaism, Islam	Christianity, Islam, Hinduism	All
Think carefully about how we can incorporate secularism (agnostics, atheists, humanists and other alternative faiths) into each half term						





Year 5						
	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
RE	Knowing about and understanding religions and worldviews.		Expressing and communicating ideas related to religions and worldviews.		Gaining and deploying the skills for studying religions and worldviews	
	<p>To be able to:</p> <p>Identify similarities and differences in the way festivals are celebrated within and between religions.</p> <p>Give simple definitions of some key terms to do with life after death such as salvation, heaven, reincarnation.</p>	<p>To be able to:</p> <p>Describe what Ahimsa, Grace and Ummah mean to religious people.</p> <p>Describe the practise of prayer/worship and why believers participate in the act.</p>	<p>To be able to:</p> <p>Identify reasons why a sacred text is important to a religious group and how it makes a difference to how they live.</p> <p>Suggest why having faith or belief in something can be hard.</p>	<p>To be able to:</p> <p>Raise thoughtful questions and suggest some answers about life, death, suffering and what matters most in life.</p> <p>Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions</p>	<p>To be able to:</p> <p>Discuss their own ideas about the importance of values to live by, comparing them to religious ideas.</p> <p>Ask questions and suggest some of their own responses to ideas about faith.</p>	<p>To be able to:</p> <p>Describe examples of religious creativity.</p>
Coverage	Islam, Christianity, Judaism	Christianity, Islam, Hinduism	Judaism, Islam , Christianity	Buddhism, Hinduism, Islam	Sikhism, Christianity, Buddhism,	All
Think carefully about how we can incorporate secularism (agnostics, atheists, humanists and other alternative faiths) into each half term						





Year 6						
	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
RE	Knowing about and understanding religions and worldviews.		Expressing and communicating ideas related to religions and worldviews.		Gaining and deploying the skills for studying religions and worldviews	
	<p>To be able to:</p> <p>Outline religious and/or non-religious beliefs about life after death.</p> <p>Make connections between the key functions of a religious building and the beliefs of the religious community.</p>	<p>To be able to:</p> <p>Describe and make connections between examples of religious creativity</p> <p>Make connections between beliefs and behaviour in different religions.</p>	<p>To be able to:</p> <p>Offer interpretations of two parables and say what they might teach people about how to live.</p> <p>Express ideas about how and why religion can help believers when times are hard, giving examples.</p> <p>Suggest reasons why some believers see generosity and charity as more important than buildings and art.</p>	<p>To be able to:</p> <p>Explain some similarities and differences between beliefs about life after death.</p> <p>Explain some reasons why groups of people have different ideas about an afterlife.</p>	<p>To be able to:</p> <p>Outline the challenges of belonging to a religious community in Britain today</p>	<p>To be able to:</p> <p>Express their own understanding of what a religious figure would do in relation to a moral dilemma from the world today</p>
Coverage	Islam, Christianity, Judaism, Hinduism	Christianity, Sikhism	Judaism, Islam , Christianity	Buddhism, Judaism, Islam	Islam, Christianity, Judaism, Sikhism	Islam, Christianity, Judaism, Sikhism
	Think carefully about how we can incorporate secularism (agnostics, atheists, humanists and other alternative faiths) into each half term					





Year 6						
Early Years						
	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
RE	Question:	Question:		Question:	Question:	Question:
	Who can help us learn about different religions?	Why do people celebrate Christmas? Why do people celebrate Diwali?		Why are signs of spring important to Christians?	Did Jack make good or bad choices?	The beach is special. Where else is special to visit?
Coverage	Christianity	Christianity, Hinduism		Christianity	Islam, Christianity, Judaism,	Islam, Christianity, Judaism,

