

## RE Curriculum Progression Overview





Year 1	****					ACADEMIES TRUST
10012	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
RE	<b>Judaism</b> Whole school focus day: Yom Kippur	<b>Hinduism</b> Whole school focus day: Diwali	Alternative Faiths Whole school focus day	Christianity Whole school focus day: Ash Wednesday	Christianity Whole school focus day: Easter	<b>Islam</b> Whole school focus day: Eid
	Learning about Religion and Belief  To be able to use some simple religious words and phrases to recognise and name features of religious practice and life.	Learning about Religion and Belief  To be able to recall religious stories and recognise symbols, and other verbal and visual forms of religious expression	Learning about Religion and Belief  To be able to use some simple religious words and phrases to recognise and name features of religious practice and life.	Learning about Religion and Belief  To be able to use some simple religious words and phrases to recognise and name features of religious practice and life.	Learning about Religion and Belief  To be able to recall religious stories and recognise symbols, and other verbal and visual forms of religious expression	Learning about Religion and Belief  To be able to recall religious stories and recognise symbols, and other verbal and visual forms of religious expression
	Learning from Religion and Belief  To be able to express what they find interesting or puzzling.	Learning from Religion and Belief  To be able to express their own experiences and feelings.	<ul> <li>To be able to recall religious stories and recognise symbols, and other verbal and visual forms of religious expression</li> </ul>	Learning from Religion and Belief  To be able to express their own experiences and feelings.	Learning from Religion and Belief  To be able to express what they find interesting or puzzling.	Learning from Religion and Belief  To be able to express what is of value and concern to themselves and to others.
			Learning from Religion and Belief  To be able to express what is of value and concern to themselves and to others.			
Key	Why is Shabbat a	What does Diwali	How do non-religious people celebrate events?	How do Christians celebrate Ash Wednesday?	What is the Easter	How do Muslims





Questions	special time?	mean to Hindus?		Story?	celebrate Eid?





Year 2						
	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
RE	<b>Judaism</b> Whole school focus day: Yom Kippur	<b>Hinduism</b> Whole school focus day: Diwali	Alternative Faiths Whole school focus day	Christianity Whole school focus day: Ash Wednesday and Lent	<b>Christianity</b> Whole school focus day: Easter	<b>Islam</b> Whole school focus day: Eid
Key	Learning about Religion and Belief  To be able to use simple religious words and phrase to identify some features of religion and its importance for some people.  Learning from Religion and Belief  To be able to recognise their own values and those of others.	Learning about Religion and Belief  To be able to identify how religion is expressed in different ways  Learning from Religion and Belief  To be able to ask, and respond sensitively to, questions about their own and others' experiences and feelings.  What does Diwali	Learning about Religion and Belief  To be able to retell religious stories  To be able to show awareness of similarities in religions  Learning from Religion and Belief  To be able to recognise that some questions cause people to wonder and are difficult to answer.	Learning about Religion and Belief  To be able to use simple religious words and phrase to identify some features of religion and its importance for some people.  To be able to retell religious stories  Learning from Religion and Belief  To be able to ask, and respond sensitively to, questions about their own and others' experiences and feelings.	Learning about Religion and Belief  To be able to use simple religious words and phrase to identify some features of religion and its importance for some people.  To be able to retell religious stories  Learning from Religion and Belief  To be able to recognise that some questions cause people to wonder and are difficult to answer.	Learning about Religion and Belief  To be able to retell religious stories  To be able to identify how religion is expressed in different ways.  Learning from Religion and Belief  To be able to recognise that some questions cause people to wonder and are difficult to answer.
Questions	Why is the synagogue a special place?	mean to Hindus?	What can we learn from non-religious stories?	What happens in a Church during Ash Wednesday and Lent?	Why is the Easter story important?	Why do Muslims celebrate Eid?





Year 3						
	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
RE	<b>Judaism</b> Whole school focus day: Yom Kippur	<b>Hinduism</b> Whole school focus day: Diwali	Alternative Faiths Whole school focus day	Christianity Whole school focus day: Ash Wednesday and Lent	<b>Christianity</b> Whole school focus day: Easter	<b>Islam</b> Whole school focus day: Eid
	Learning about Religion and Belief  To be able to use a developing religious vocabulary to describe some key features of religions and recognising similarities and differences.	Learning about Religion and Belief  To be able to make links between beliefs and sources, including religious stories and sacred texts.  To be able to begin	Learning about Religion and Belief To be able to use a developing religious vocabulary to describe some key features of religions and recognising similarities and differences	Learning about Religion and Belief  To be able to describe some forms of religious expression.  To be able to make links between beliefs and sources,	Learning about Religion and Belief  To be able to describe some forms of religious expression.  To be able to make links between beliefs and sources, including religious	Learning about Religion and Belief  To be able to describe some forms of religious expression.  To be able to begin to identify the impact religion has
	Learning from Religion and Belief  To be able to ask important questions about religion and beliefs, making links between their own and others' responses.	to identify the impact religion has on believers' lives.  Learning from Religion and Belief To be able to identify what influences them, making links between aspects of their own and others' experiences.	Learning from Religion and Belief  To be able to make links between values and commitments, and their own attitudes and behaviour.	including religious stories and sacred texts.  Learning from Religion and Belief  To be able to identify what influences them, making links between aspects of their own and other's responses	including religious stories and sacred texts.  Learning from Religion and Belief To be able to ask important questions about religion and beliefs, making links between their own and others' responses.	on believers' lives  Learning from Religion and Belief  To be able to make links between values and commitments, and their own attitudes and behaviour.
Key Questions	Why is the synagogue a special place?	What does the story of Diwali mean?	Do non-religious people still have beliefs?	How is Ash Wednesday and Lent celebrated?	What is the most important part of the Easter story?	How does Eid show what Muslims believe?





Year 4	****					ACADEMIES TRUST
	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
RE	Judaism Whole school focus day: Yom Kippur  Learning about Religion and Belief  To be able to use a developing religious	Hinduism Whole school focus day: Diwali  Learning about Religion and Belief  To be able to begin to identify the	Alternative Faiths Whole school focus day  Learning about Religion and Belief  To be able to describe some forms	Christianity Whole school focus day: Ash Wednesday and Lent Learning about Religion and Belief  To be able to begin to identify the	Christianity Whole school focus day: Easter  Learning about Religion and Belief  To be able to use a developing religious	Islam Whole school focus day: Eid  Learning about Religion and Belief  To be able to begin to identify the
	vocabulary to describe some key features of religions and recognising similarities and differences.	<ul> <li>impact religion has on believers' lives.</li> <li>To be able to describe some forms of religious expression.</li> </ul>	of religious expression.  To be able to make links between beliefs and sources, including religious stories and sacred	<ul> <li>impact religion has on believers' lives.</li> <li>To be able to describe some forms of religious expression.</li> </ul>	vocabulary to describe some key features of religions and recognising similarities and differences.  To be able to make	<ul> <li>impact religion has on believers' lives.</li> <li>To be able to describe some forms of religious expression.</li> </ul>
	Learning from Religion and Belief To be able to ask important questions about religion and beliefs, making links between their own and others' responses.	Learning from Religion and Belief  To be able to identify what influences them, making links between aspects of their own and others' experiences.	texts.  Learning from Religion and Belief  To be able to make links between values and commitments, and their own attitudes and behaviour.	Learning from Religion and Belief To be able to ask important questions about religion and beliefs, making links between their own and others' responses.	links between beliefs and sources, including religious stories and sacred texts.  Learning from Religion and Belief  To be able to make links between values and commitments, and their own attitudes and behaviour.	Learning from Religion and Belief To be able to ask important questions about religion and beliefs, making links between their own and others' responses.
Key Questions	Why is Yom Kippur such an important festival?	What matters most at Diwali?	Can you be non- religious and believe in justice and empathy?	What can we find out about Christianity from Ash Wednesday?	Is the story of Easter a happy story or a sad story?	What can we learn about Islam from the festival of Eid?





Year 5						
	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
	Judaism	Hinduism	Alternative Faiths	Christianity	Christianity	Islam
RE	Whole school focus day:	Whole school focus day:	Whole school focus day	Whole school focus day: Ash	Whole school focus day:	Whole school focus day: Eid
	Yom Kippur	Diwali		Wednesday and Lent	Easter	
	Learning about Religion	Learning about Religion				
	and Belief	and Belief				
	<ul> <li>To be able to use a</li> </ul>	<ul> <li>To be able to use a</li> </ul>	To be able to make	To be able to use a	To be able to	To be able to
	developing religious	developing religious	links between them,	developing religious	describe the impact	describe the impact
	vocabulary to	vocabulary to	and describe some	vocabulary to	of religion on	of religion on
	describe and show	describe and show	similarities and	describe and show	people's lives.	people's lives.
	understanding of	understanding of	differences both	understanding of	<ul> <li>To be able to suggest</li> </ul>	<ul> <li>To be able to suggest</li> </ul>
	sources, practices,	sources, practices,	within and between	sources, practices,	meanings for a range	meanings for a range
	beliefs, ideas, feelings	beliefs, ideas, feelings	religions.	beliefs, ideas, feelings	of forms of religious	of forms of religious
	and experiences.	and experiences.	<ul> <li>To suggest meanings</li> </ul>	and experiences.	expression.	expression.
		<ul> <li>To be able to</li> </ul>	for some forms of	<ul><li>To be able to</li></ul>		
	Learning from Religion	describe the impact	religious expression.	describe the impact	Learning from Religion	Learning from Religion
	and Belief	of religion on		of religion on	and Belief	and Belief
	<ul> <li>To be able to raise</li> </ul>	people's lives.	Learning from Religion	people's lives	<ul><li>To be able to</li></ul>	<ul> <li>To be able to apply</li> </ul>
	and suggest answers		and Belief		describe what	their ideas to their
	to questions of	Learning from Religion	<ul> <li>To be able to raise</li> </ul>	Learning from Religion	inspires and	own and other
	identity, belonging,	and Belief	and suggest answers	and Belief	influences themselves	people's lives.
	meaning, purpose,	<ul> <li>To be able to</li> </ul>	to questions of	<ul> <li>To be able to apply</li> </ul>	and others.	
	truth, values and	describe what	identity, belonging,	their ideas to their		
	commitment.	inspires and	meaning, purpose,	own and other		
		influences themselves	truth, values and	people's lives.		
		and others.	commitment.			
Key	Why is Yom Kippur	What represents the	Why don't some	What does it mean to	What can we learn	What does it mean to
Questions	such an important	true meaning of	people believe in God?	be a Christian for Ash	about Christian beliefs	be a British Muslim at
	festival?	Diwali?		Wednesday and Lent?	from the Easter Story?	Eid?





Year 6	WK .					ACADEMIES TRUST
100.1	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
RE	<b>Judaism</b> Whole school focus day: Yom Kippur	<b>Hinduism</b> Whole school focus day: Diwali	Alternative Faiths Whole school focus day	Christianity Whole school focus day: Ash Wednesday and Lent	<b>Christianity</b> Whole school focus day: Easter	<b>Islam</b> Whole school focus day: Eid
	Learning about Religion and Belief  To be able to use a developing religious vocabulary to describe and show understanding of sources, practices, beliefs, ideas, feelings and experiences.  Learning from Religion and Belief  To be able to raise and suggest answers to questions of identity, belonging,	Learning about Religion and Belief  To be able to describe the impact of religion on people's lives.  To be able to suggest meanings for a range of forms of religious expression.  Learning from Religion and Belief  To be able to describe what inspires and influences	Learning about Religion and Belief  To be able to make links and describe some similarities and differences both within and between religions.  To be able to suggest meanings for a range of forms of religious expression.  Learning from Religion and Belief  To be able to apply their ideas to their	Learning about Religion and Belief  To be able to use a developing religious vocabulary to describe and show understanding of sources, practices, beliefs, ideas, feelings and experiences.  To be able to suggest meanings for a range of forms of religious expression.  Learning from Religion and Belief  To be able to	Learning about Religion and Belief  To be able to use a developing religious vocabulary to describe and show understanding of sources, practices, beliefs, ideas, feelings and experiences.  Learning from Religion and Belief To be able to raise and suggest answers	Learning about Religion and Belief  To be able to use a developing religious vocabulary to describe and show understanding of sources, practices, beliefs, ideas, feelings and experiences.  Learning from Religion and Belief  To be able to apply their ideas to their own and other people's lives.
	meaning, purpose, truth, values and commitment.	themselves and own and other people's lives.  own and other inspires and influences themselves and others	inspires and influences themselves and	to questions of identity, belonging, meaning, purpose, truth, values and commitment.	To be able to     describe what     inspires and     influences     themselves and     others	
Key Questions	Why continue to be Jewish?	What is the real meaning of Diwali?	What is the difference between the beliefs of atheists and humanists?	What is the message to be learned from Ash Wednesday and Lent?	Who was responsible for the death of Jesus?	How are the practices and beliefs of Islam shown during Eid?