

RE Progression document

Religious Education	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Focus Religion(s)	In EYFS a range of religions and festivals will be shared, these depend on the cohort of children, often celebrating and discussing celebrations linked to children's own lives.	Christianity, Judaism	Christianity, Judaism	Christianity, Judaism, Islam	Christianity, Judaism, Islam, Hinduism	Christianity, Judaism, Islam, Hinduism, Sikhism	Christianity, Judaism, Islam, Hinduism, Sikhism, non-religious worldviews (Humanism)
Enquiry questions Focus A: Beliefs Focus B: Symbols / People Focus C: Places / Buildings Focus D: Celebrations	The statements which most closely link to the RE strand of enquiry and knowledge are from the PSHE and Understanding of the World EYFS outcomes. What things do we celebrate, how and why? Who do we know, who is in our family and community? How and why do people celebrate Lunar New Year? Is it similar to any other celebrations we know?	Unit 1: What do they believe and why? Unit 2: What are the key symbols? Unit 3: What are the key places / buildings of importance? Unit 4: What can we learn from stories of Jesus' birth?	Unit 1: What are the similarities and differences between Christianity and Judaism? Unit 2: What makes some leaders inspiring to others? Unit 3: What role does God play in the sacred buildings of Christianity and Judaism? Unit 4: What does it mean to belong to these faiths today?	Unit 1: How do people's belief about God, the world and others impact their lives? Unit 2: What can we learn from inspiring people in sacred texts? Unit 3: How and where do religious families and communities practise their faith? Unit 4: Where, how and why do people celebrate?	Unit 1: What do different religions think about life after death? Unit 2: Music and worship: how do they intertwine? Unit 3: How do people express their religious and spiritual ideas on pilgrimages? Unit 4: What are the deeper meanings of some Hindu festivals?	Unit 1: What is expected of a person in following a religion or belief? Unit 2: How do people's beliefs about God, the world and others have impact on their lives? Unit 3: How are religious and spiritual thoughts and beliefs expressed in arts and architecture and in charity and generosity? Unit 4: How do the values of great leaders connect to the 5 Ks and what can we learn from them?	Unit 1: How do religions respond to global issues of human rights, fairness, social justice and the importance of the environment? Unit 2: What can we learn by reflecting on words of wisdom from religions and worldviews? Unit 3: What contributions do religions make to local life in Nottingham? Unit 4: What can we learn from the Kindertransport today? How can we be Upstanders today?
Festivals / Events	Christmas & Chinese New Year	Christmas	Easter / Passover	Ramadan	Holi / Kumba Mala	5 K's	Charity Event
Key Substantive Knowledge <i>To know about and understand a range of religions and world views.</i>	In EYFS we will be supporting children to: <ul style="list-style-type: none"> Develop their sense of responsibility and membership of a community. <ul style="list-style-type: none"> See themselves as a valuable individual. Think about the perspectives of others. 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. Show sensitivity to their own and others' needs. 	Unit 1.1 (Beliefs) <ul style="list-style-type: none"> Recall and name religious festivals, objects and symbols: EG: Advent/ Christmas and Lent/ Easter. Retell a story that lies behind a festival: Jesus was born via the Virgin Mary Unit 1.2 (Symbols / People) <ul style="list-style-type: none"> Recall the names of key figures in the stories of Jesus: Peter, Andrew, Thomas (Doubting Thomas) Suggest a meaning for a symbol song or artefact Unit 1.3 (Places / Buildings) <ul style="list-style-type: none"> Recall and name key objects from a church (Alter, Bell, Chalice, crucifix, pulpit, Statue, Bible) and a synagogue (Star of David, Menorah, Sefer Torah Bimah): Recognise that holy buildings (Synagogue and Church) are connected to beliefs about worshipping God and talk about the connections Unit 1.4 (Celebrations)	Unit 2.1 (Beliefs) <ul style="list-style-type: none"> Retell the story of Genesis 1 (God created the world in 7 days, resting on the seventh day) Suggest a meaning for the story and recognise that different people see different meanings in the story (The sabbath is church day and day 7, morale that you are perfect as you were made exactly as you are-no mistake) Unit 2.2 (Symbols / People) <ul style="list-style-type: none"> Recall and name key figures in the stories studied, saying what they did: Focus on Moses and saving the Israelites. Recognise what is meant by describing Moses as a great leader, or Peter as a Saint, giving examples of their leadership. Unit 2.3 (Places / Buildings) <ul style="list-style-type: none"> Retell the story of Jesus being baptised in the river Jordan 	Unit 3.1 (Beliefs) <ul style="list-style-type: none"> Connect the celebrations to Bible texts and to beliefs about God Connect the ideas of inspirational leaders to the stories they learn Unit 3.2 (Symbols / People) <ul style="list-style-type: none"> Describe how a Muslim prays (as though in the presence of God, Facing Mecca, and reciting set prayers), describe how a Christian prays (folding hands, bowing heads, kneeling) Connect ideas and compare beliefs between religions (Belief in God, Christians believe Holy spirit is God, Muslim's believe they are an Angel. Share similar stories of Jesus's teachings. Christians believe Jesus the son of God, Muslims think of him as a prophet. Unit 3.3 (Places / Buildings) <ul style="list-style-type: none"> Describe 4 key features of each of three religious buildings, a mosque (mihrab-indicating direction of Mecca, minbar- pulpit, mihrab- 	Unit 4.1 (Beliefs) <ul style="list-style-type: none"> Describe 4 different beliefs about life after death: Christianity: Heaven and Hell Judaism: Heaven and Hell Islam: after death you stay in your grave until the day of judgement where you are bought before Allah and judged by how you lived your Earthly life. Hinduism: Reincarnation Describe some religious beliefs that underlie the practice of pilgrimages in at least two religions: Hindus: (Kumba Mela) Take a pilgrimage to show devotion and connection to God. Islam: Hajj: Wipe clean sins and start anew. Unit 4.2 (Symbols / People) <ul style="list-style-type: none"> Describe and explain Hindu beliefs about gods and goddesses: Brahma is responsible for creation and is believed to be supreme God. Hindu's worship many Gods and Goddesses in addition to Brahma as they each have their own features. 	Unit 5.1 (Beliefs) <ul style="list-style-type: none"> Show that they understand what matters to different religions such as living by the virtues of Sikhism and avoiding the vices. (Vices: anger, greed, lust, pride, attachment to material possessions) and how to live by the virtues of truth and truthful living, compassion and patience, love, humility and self-control, contentment, and wisdom and courage. Link this to the 10 commandments and how they matter to living life in Christianity and Judaism. Unit 5.2 (Symbols / People) <ul style="list-style-type: none"> Show that they understand how inspirational leaders are examples of their religions' ideals Sikhism: Guru has deep knowledge that can help lead to Moksha (The release from the cycle of reincarnation) Such as how to avoid the 5 vices (anger, greed, lust, pride, attachment to material possessions) and how to live by the virtues of truth and truthful living, compassion and patience, love, humility and self control, contentment, and wisdom and courage. 	Unit 6.1 (Beliefs) <ul style="list-style-type: none"> Explain the impact of beliefs on how people live and how people respond to charity. Charity in many religions is a demonstration of the highest form of love. Many religions teach followers to show compassion to others and so charity in all forms is strongly encouraged. Connect two viewpoints about justice and charity: should religious people do more to help the poor, or is it everyone's task? Justice promoted social change in institutions and political structures, charity responds to immediate needs. Justice responds to long term needs. Charity is often the result of injustice. Look at humanism and their views on helping others and relate that to charity and religious views on this when explaining. Unit 6.2 (Symbols / People) <ul style="list-style-type: none"> Explain different viewpoints about why people need 'wise words' to follow. Morals,

		<ul style="list-style-type: none"> Describe the key figures from stories of Jesus Suggest a meaning for an object used in the worship of the festival: 	<ul style="list-style-type: none"> Suggest some reasons why it matters to people to belong to groups and communities (Sense of belonging, support, personal relationships and connections that are created) <p>Unit 2.4 (Celebrations)</p> <ul style="list-style-type: none"> Retell a Jewish story (the story of Moses and make links to Christianity. Focus of the 10 plagues and the Passover) Suggest a meaning for the story- that God personally chose his followers. Recognise and talk about the role God plays in stories from the Jewish Bible as a rewarder of good deeds and punisher of bad. 	<p>mosque lamp and Qu'ran holder) Synagogue (Star of David (symbol of Judaism), Menorah- candelabra with 7 branches), Sefer Torah (scroll of the book of Torah) and Bimah- platform from which the Torah and prophets are read) and church (Alter- table where bread and wine is blessed, Pulpit- sermon given, crucifix- cross Jesus was nailed to and lectern- bible read from)</p> <ul style="list-style-type: none"> Connect the key features of the buildings with beliefs about God in each religion Church: deigned in a cross shape connecting with the belief of the crucifixion and Sunday is the day for services (day of rest), Synagogue: service is a Saturday (links to Jesus reading from a scroll) design based on the 10 commandments. Islam: follows similar layouts to the first Mosques where Muhammad's followers would gather for prayer. <p>Unit 3.4 (Celebrations)</p> <ul style="list-style-type: none"> Describe and explain Muslim beliefs about God (Believe that God is the creator of all things, and that God is all-knowing and all-powerful. God has no offspring, no race, no gender, no body and is unaffected by the characteristics of human life) Describe at least one story about each of the key figures: Moses, Jesus, Muhammad (Muhammad and the angel's message or/and Muhammad is saved by a spider and a dove. <p>Revisit the story of Moses from the previous year and the birth of Jesus.</p>	<ul style="list-style-type: none"> Show that they understand why a spiritual journey can change people's lives, giving examples. Many pilgrims claim to be 'touched by God' They feel a deeper connection and it renews their faith. <p>Unit 4.3 (Places / Buildings)</p> <ul style="list-style-type: none"> Show that they understand what happens at Hindu worship in the home or the mandir: Puja can be performed at home or in the Mandir. At home there is a shrine to the God being worshipped, with pictures and statues. Puja performed every day. Use a Puja tray with- bell (awaken deities rung at start), pot of kum kum powder (use water to make paste and mark statue foreheads as sign or respect and own to show they have received God's blessings), spoon, incense burner(cleanse the air) flowers/food offering and diva lamp (lit to bring light to the shrine) Show that they understand why the worship of Allah/Brahman matters to Muslims and Hindus: They are seeking blessings, guidance or an outcome as well as growing inner peace and spiritual growth. <p>Unit 4.4 (Celebrations)</p> <ul style="list-style-type: none"> Describe beliefs and practice about worship with music Bhajan: Devotional songs, ancient in origin. Kirtan: communal response and call, chanting mantra's with instrument and dance. Show that they understand how religions use music to express beliefs about God and devotion to God Hindu's believes music to be a moral and spiritual redemption and requires deep skill, concentration and discipline. 	<ul style="list-style-type: none"> Explain the symbols used to represent the beliefs of different religions <p>Unit 5.3 (Places / Buildings)</p> <ul style="list-style-type: none"> Explain beliefs about the value of sacred space and holy buildings in at least two religions. Sikh: The Gudwara, like the Mandir (Hinduism) is not just a place of worship, but a place to congregate and come together to express religions and faith. Show that they understand the possible tension between building a beautiful 'house of God' and serving the needs of people in poverty (The ongoing costs to build places of worships that suit and show a worshipper's devotion causes tension as religions are all charitable and believe money should be used to support less fortunate people, yet much is being used to build impressive worship spaces) <p>Unit 5.4 (Celebrations)</p> <ul style="list-style-type: none"> Describe beliefs and practice about worship with music. Seen as a form of worship in many religions- help followers to thank their Gods for the good things they have done for them. Allows followers to express and respond to their Gods. Consider the values of the 5 Ks and how they celebrate the Sikh faith.They are 5 items that Guru Gobind Singh in 1699 commanded all Khalsa Sikhs to wear at all times. Kesh- unshorn hair since the Sikh decided to keep it. Kangha- comb for the kesh Kara- a bracelet made from iron or steel. Kachera- undergarment Kirpan- small, curved knife made of iron or steel. Show identity and belonging and are articles of faith, showing devotion and purity. 	<p>teachings and 'wise words' are important to help inspire people to be good people and make good choices. They are insightful and resonate with people to help them keep going, keep moving forward and keep challenging themselves and their beliefs.</p> <ul style="list-style-type: none"> Explain the impact of beliefs and teachings from a religion and compare that to Humanism as a philosophical state. Religions are all based on specific ways of life with teachings that guide followers to be good humans and make a positive impact on their community. Humanism believe it is possible to live a good life without these teachings. They value character traits like reason and science to help explain how things are. <p>Unit 6.3 (Places / Buildings)</p> <ul style="list-style-type: none"> Connect at least two different viewpoints about whether our communities can be more harmonious from religious sacred texts. Look at the views of humanists, who believe people should focus on living happy lives and make the most of them whilst having a duty to help others and compare that to the view of other religions studied in other years and their teachings. Explain the impact of beliefs of beliefs on communities of people focusing specifically on Judaism and the treatment of Jews in WW2. What can we learn from this? <p>Unit 6.4 (Celebrations)</p> <ul style="list-style-type: none"> Show that they understood a story of a survivor of Nazi hatred (Eva Clarke BEM) How is the way people responded to the prejudice and the hatred of the Nazis to be celebrated?
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<p>Disciplinary Knowledge</p> <p>Think as a Theologian</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. Talk about the lives of the people around them and their roles in society. Recognise that people have different beliefs and celebrate special times in different ways. Understand the past through settings, characters and events encountered in books read in class and storytelling 	<ul style="list-style-type: none"> Express an idea about why festivals and celebrations matter Respond to the experiences and emotions of festivals (joy, memory, community) Ask questions about how we show we care for others Express an idea of their own about a religious story of caring Ask questions about Jesus' 'special powers' Find out more about Jesus, inferring a simple idea from a story Ask questions about what happens and why in holy buildings Express an idea about why some people go to holy buildings 	<ul style="list-style-type: none"> Respond to the ideas that Moses and Saint Peter were guided by God or given wisdom by God Find out more about Jewish beliefs and ways of talking about God Ask questions about leadership and suggest answers Give an example of what makes a great leader Recount how a young person is welcomed into the Christian community Give an example of their own community life and say why it matters: what groups do you belong to? Respond to big ideas and beliefs in the stories: Does God forgive? Does God rescue? Does God create? Give at least two examples of Bible characters who 'got it wrong' and say what happened in the story. 	<ul style="list-style-type: none"> Ask questions about leadership and inspiration Express their own views on who is inspiring and why List similarities between different religious festivals Express their own ideas about deeper meanings of these festivals Explain what matters about worshipping God to Muslims Respond thoughtfully to beliefs and ideas about prayer Ask and answer questions about the different ways the religious buildings are used by communities and what makes them special Consider ideas such as 'prophet', 'patriarch' and 'messiah' 	<ul style="list-style-type: none"> Express why they hold their own views about life after death Express reasons why they would choose their own pilgrimage if they could Explain what matters about worshipping gods and goddesses to Hindus Consider the variety of ways that a spiritual journey can change people's lives Consider why music matters in human and religious life Express why pieces of music are spiritual Express some 'deeper meanings' of the religious festivals Explain similarities and differences between Hindu festivals 	<ul style="list-style-type: none"> Clearly express reasons why they hold their own views about questions with God Explain what matters about worshipping God to Sikhs Consider varied answers about what makes a person inspiring Explain what matters about the lives of inspirational leaders: Do we all need role models? Do the leaders exemplify their beliefs? Explain thoughtfully their own ideas about the relative value of worship and holy buildings and charity and compassion Apply the ideas of worship and service to key questions Consider varied connections between worship and music Ask questions about the values of the 5 Ks 	<ul style="list-style-type: none"> Consider varied answers to questions about justice, fairness, human rights and environment Compare global aid charities and explain their own ideas about the work of some global development charities Consider varied answers about the value of holy writings Explain with reasons why believers revere their holy texts Consider varied answers to questions about building peaceful families and communities Apply the ideas of tolerance and respect to some tensions in community relations Explain why it is important to remember examples of hatred and prejudice, and why 'never again' is an important idea Explain what matters about remembrance of those who died and those who survived and the idea of 'upstanders'
<p>Possibilities and Communication</p> <p><i>Questions to support how children can express different possibilities and communication.</i></p>	<p>Express ideas about:</p> <ul style="list-style-type: none"> Why do people celebrate in different ways? What places are special to people and why? How do we treat people with respect? What is similar and what is different between Christmas and Lunar New Year? 	<p>Express ideas about:</p> <ul style="list-style-type: none"> Why/how does this benefit their life? Why do religious festivals matter? What life experiences can this give to a person? What happens in a holy building? Why do people go to holy buildings? 	<p>Express ideas about:</p> <ul style="list-style-type: none"> Why is leadership important? What can leadership do for a community? Which groups do you belong to? Which groups could you belong to? How can leaders 'get things wrong'? 	<p>Express ideas about:</p> <ul style="list-style-type: none"> What inspires leaders? What inspires you? Why are people considered inspiring? What makes different buildings special? Why are holy buildings different? How do people worship differently? 	<p>Express ideas about:</p> <ul style="list-style-type: none"> What happens after death? How do people worship differently? Why are gods and goddesses worshipped? Why are some pieces of music considered spiritual? What possible 'deeper meanings' are there for religious festivals? 	<p>Express ideas about:</p> <ul style="list-style-type: none"> What does worshipping achieve? What might people consider to be 'inspiring'? How do 'role models' inspire people? How can religion support charity within the community? What are the connections between music and worship? 	<p>Express ideas about:</p> <ul style="list-style-type: none"> What is justice? How does it look different around the world? What does charity look like in our local community? What is the value of holy writings? How does it inspire people? What do holy buildings provide religious communities with? What can we learn from mistakes?
<p>Key Vocabulary</p>	<p>Kindness, celebration, same, different, respect, believe, church, Lunar New year, Chinese new year, dragons, red, gold, Christmas, trees, presents.</p>	<p>Christian, Jewish, Christmas, Easter, Hanukkah, synagogue, church, Jesus, Humanist, ark, Torah, bimah, altar, font, God, Bible,</p>	<p>Christian, Jewish, Torah, Bible, Judaism, synagogue, ark, Torah, bimah, shabbat, Creation story, Golden Rule, Humanist, God the Creator, Almighty, Eternal,</p>	<p>Christian, Christmas, Easter, Pentecost, Harvest, Festival, Muslim, Islam, mosque, Prophet, liturgy, mosque, church, Hindu, mandir, Trinity, Allah, gods and goddesses, Jewish, Exodus, Law-giver, Messiah, Qur'an, New Testament, Gospel,</p>	<p>Muslim, Hindu, Christian, Humanist, soul, heaven, paradise, pilgrim, pilgrimage, murtis, gods and goddesses, karma, dharma, spiritual festivals, the Aum symbol,</p>	<p>Muslim, Hindu, Christian, mahatma, spiritual festival, incarnation, resurrection, Christmas, Easter, Pentecost, Eucharist, Gospel, trinity, Holy Spirit, The five Pillars of Islam, Prophet, Allah, Iman (faith), akhlaq (character or moral conduct), murtis, Brahman, gods and goddesses, ahisma, atheist, agnostic, Golden Rule, charity, karma, dharma, Ummah,</p>	<p>Moral codes, Ten Commandments, Letters of Saint Paul, Trinity, Incarnation, Holy Spirit, Buddhist, Precepts, sources of wisdom, Torah, Bible, Qur'an, Hadith, Humanist, rationalist, religious plurality, atheist, agnostic, charity, ahisma, ummah, agape, Beth Shalom,</p>
<p>Knowledge Outcomes</p> <p><i>How are we supporting understanding for next year?</i></p>	<ol style="list-style-type: none"> I can be respectful of others. I can talk about places that are special to others. I can make links between my own celebrations and those of others. 	<ol style="list-style-type: none"> I can explain what Christians believe and why I can explain what the key symbols are in a religious story I can talk about the key places and buildings in Christianity I can explain the story of Jesus 	<ol style="list-style-type: none"> I can explain similarities and differences between two different religions I can talk about inspiring leaders in Christianity and Judaism I can talk about the sacred buildings in Christianity and Judaism 	<ol style="list-style-type: none"> I can similarities and differences between three different religions I can talk about inspiring leaders within sacred texts I can discuss how and where religions practise their faith 	<ol style="list-style-type: none"> I can talk about similarities and differences between different religions and how they view life after death I can consider how music and worship entwine in religion I can express how people view religious pilgrimages I can talk about the deeper meanings of Hindu festivals 	<ol style="list-style-type: none"> I can talk about the expectations of a person following a belief I can talk about how beliefs have an impact on people's lives I can explain how religious beliefs are expressed in art, architecture and charity 	<ol style="list-style-type: none"> I can explain how religions respond to global issues I can discuss what can be learnt from words of wisdom across different religions I can express my beliefs on the contribution religion makes within Nottingham

			4) I can express my beliefs about belonging to faith today	4) I can talk about where, how and why people celebrate religion		4) I can discuss the values of the 5 Ks and what we can learn from them	4) I can explain what we can learn from the Holocaust
Potential Experiences CURRENTLY BEING SOURCED – PLEASE DO NOT USE UNTIL SEPTEMBER 2023	<p>Singing songs linked to Christmas performing a Christmas celebration to an audience.</p> <p>F2 celebration of Chinese New Year with a Chinese dragon dance and food tasting.</p>	<p>Visit to a local church:</p> <p>St Jude’s – Mapperley Contact name: Paula Smith (Children’s and Families Outreach Worker) Address: 405 Woodborough Road, Nottingham NG3 5HE Tel: Email:</p>	<p>Visit to a local synagogue.</p> <p>The Congregation of Yahweh Contact name: Address: 27A Carlton Road, Nottingham NG3 2DG Tel: Email:</p>	<p>Visit to a local mosque:</p> <p>Islamic Centre - Nottingham Contact name: Address: 3 Curzon Street, Nottingham NG3 1DG Tel: 0115 950 9965 / 07710263082 Email:</p>	<p>Experience Holi-like festival within school.</p> <p>Hindu Temple and community centre Contact name: Address: 215 Carlton Road Nottingham NG32FX Tel: 0115 9113384 Email:</p>	<p>Visit to a local Gurdwara:</p> <p>Sri Nabh Kanwal Raja Sahib Ji Gurdwara Contact name: Address: 196 Mansfield Road (corner of Villa Road) Nottingham, NG3 4GG Tel: 07974 728665 Email:</p>	<p>Visit to the Holocaust Museum, Newark?</p> <p>The National Holocaust Centre and Museum Address: Acre Edge Road, Laxton, Newark, Nottinghamshire, NG22 0PA Website: www.holocaust.org.uk/ Tel: 01623 836627 Email: office@holocaust.org.uk</p>