

RE progression



	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Year 1	<ul style="list-style-type: none"> <li>Identify the main symbols/artefacts of Christmas/Easter and talk about their meanings</li> <li>Retell some of the events of Christmas/Easter and identify some of the religious beliefs and teachings</li> </ul>	<ul style="list-style-type: none"> <li>Know that religious people belong to a faith</li> <li>Identify an example of something that is worn by a religious person to show that they belong</li> </ul>	<ul style="list-style-type: none"> <li>Retell a story from the Bible and identify its significance for Christians</li> <li>Demonstrate understanding that Christians read the Bible to learn about God</li> </ul>	<ul style="list-style-type: none"> <li>Retell some stories of the life of the Prophet Muhammad*</li> <li>Identify some religious practices of the Muslim faith such as prayer, and that prayer is important for Muslims</li> </ul>	<ul style="list-style-type: none"> <li>Retell a creation story and identify some religious beliefs</li> <li>Identify ways in which religious people might respond to God the Creator</li> </ul>	<ul style="list-style-type: none"> <li>Identify the main features in a church e.g. altar/communion table, font, baptismal pool and their use and significance</li> <li>Talk about why Sunday is a special day for Christians and how other religions have their own special day</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>Realise that some questions related to Christmas/Easter are difficult to answer</li> <li>Respond sensitively to the emotions of sadness, happiness, disappointment and joy within the festivals studied</li> </ul>	<ul style="list-style-type: none"> <li>Name a religious book and the faith group it is associated with</li> <li>Retell a story from a religious book and identify some beliefs and teaching</li> </ul>	<ul style="list-style-type: none"> <li>Realise that the Bible contains elements that are puzzling (e.g. miracles)</li> <li>See the relevance in their own lives of some of the teaching from the Bible (e.g. forgiveness, caring for others)</li> </ul>	<ul style="list-style-type: none"> <li>Identify some Christian beliefs and teachings from the Bible</li> <li>Demonstrate understanding of the importance of the Cross in the Christian faith</li> </ul>	<ul style="list-style-type: none"> <li>Respond sensitively to the experiences and feelings of others, including those with a faith which they are studying</li> <li>Respond sensitively to Islamic values, particularly within the Muslim home</li> </ul>	<ul style="list-style-type: none"> <li>Identify and describe some features of a religious building</li> <li>Identify and describe some purposes of a religious building</li> </ul>



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Year 3	<ul style="list-style-type: none"> <li>• Identify the main symbols of the world religions and what they represent</li> <li>• Identify symbols used in Christian art and what they tell us about Christian beliefs</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a time line showing the different periods in which the Bible came to be written</li> <li>• Talk about the different genres in the Bible using terminology appropriately</li> <li>• Give examples of each genre, using the names of people, biblical books or historical event</li> <li>• Explain how the Bible is different to the Tenakh</li> <li>• Find a passage using a Bible reference</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate how the Genesis story of creation can be interpreted literally or as creation myth</li> <li>• Identify some of the questions as well as answers within the Genesis narrative of creation</li> <li>• Research a story within the Tenakh and what it tells us about Jewish belief and practice</li> <li>• Describe the main Jewish beliefs about God and the Torah, using the correct technical terminology</li> </ul>	<ul style="list-style-type: none"> <li>• Identify key features within a place of worship visited and what these tell us about Christian worship</li> <li>• Compare similarities and differences between places of worship of different Christian denominations and what these signify</li> <li>• Identify some key features of what it means to belong to a Christian community/church</li> <li>• Translate the Lord's Prayer into contemporary language and draw out some of the key Christian beliefs within it</li> </ul>	<ul style="list-style-type: none"> <li>• Explain why Muslims forbid images</li> <li>• Describe some key Muslim beliefs about Allah, Muhammad and the Qur'an</li> <li>• Identify key moments from the life of the Prophet Muhammad* and explain their significance for Muslims</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
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Year 4	<ul style="list-style-type: none"><li>• Recognise the different symbols of the world faith</li><li>• Talk about a welcoming ceremony in a religion they have studied identifying the symbols and their significance</li><li>• Make links between the story of Jesus' baptism and Christian baptism recognising that different denominations vary in their practice of infant and believers' baptism</li></ul>	<ul style="list-style-type: none"><li>• Identify key moments in the life of Jesus and explain their significance for Christians today</li><li>• Show understanding of who Christians believe Jesus to be and why</li><li>• Explain why Jesus used parables and performed miracles, with examples of each</li></ul>	<ul style="list-style-type: none"><li>• Compare and contrast birth rites from at least two religions and talk about some of the similarities and differences</li><li>• Use key terminology correctly when describing birth rites within two different religions</li></ul>	<ul style="list-style-type: none"><li>•</li></ul>	<ul style="list-style-type: none"><li>• Identify some images of the Hindu deities and explain the significance of the symbols associated with them</li><li>• Show understanding of how the many Hindu Gods all express different symbolic representations of Brahman</li><li>• Retell a story from the Hindu sacred books</li><li>• Show, using the correct terms, how some Hindu beliefs can be expressed through symbols and stories</li></ul>	<ul style="list-style-type: none"><li>• Use and explain some of the key words Christians use to describe God</li><li>• Identify and explain some distinctive Christian beliefs about God</li><li>• Demonstrate knowledge of the Jewish/Christian accounts of creation</li><li>• Show understanding of the ways people come to know God</li></ul>
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Year 5	<ul style="list-style-type: none"><li>• Give reasons why the Bible is important to Christians</li><li>• Explain how the Bible is used both in public worship and privately</li><li>• Describe examples of people whose lives were greatly involved with or affected by the Bible</li></ul>	<ul style="list-style-type: none"><li>• Identify and explain the function of the main features of a mosque</li><li>• Know the Five Pillars of Islam and use simple technical terms to explain them</li><li>• Show how Muslim beliefs are expressed through their birth and marriage customs</li></ul>	<ul style="list-style-type: none"><li>• Recognise some symbols found within a Jewish wedding ceremony and explain their significance</li><li>• Investigate how the Jewish home nurtures a sense of belonging and Jewish identity</li><li>• Describe the main features of a synagogue using the correct terminology and demonstrate an understanding of their significance</li><li>• Give meanings to some of the symbols associated with Shabbat, Pesach, Sukkot and Hanukkah</li><li>• Show knowledge of the importance of the home and the synagogue in the life of Jews today</li></ul>	<ul style="list-style-type: none"><li>• Talk about two different Christian denominations using the correct terminology</li><li>• Identify different styles of worship from two different Christian denominations</li></ul>	<ul style="list-style-type: none"><li>• Explain the difference faith can make to a person's life</li><li>• Talk about a person of faith they have researched drawing out how the person's beliefs motivated their actions</li></ul>	<ul style="list-style-type: none"><li>• Make links between rules/codes in Christianity and other religions</li><li>• Identify what motivates great Christian leaders/individuals, linking their lives with some of the teachings of Jesus</li></ul>
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Year 6	<ul style="list-style-type: none"> <li>• Compare, contrast beliefs about death and the afterlife within two different religions</li> <li>• Identify different symbols used in death rites and explore their significance within the religions studied</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about how religions use different art forms to express religious beliefs</li> <li>• Compare and contrast ways in which different religions use the expressive arts to convey beliefs</li> </ul>	<ul style="list-style-type: none"> <li>• Describe how puja is performed in the home and mandir/kovil using appropriate terminology</li> <li>• Identify some customs of Hindu festivals with the story(ies) being celebrated</li> <li>• Describe some of the customs associated with the 'stepping stones' of a Hindu's life</li> </ul>	<ul style="list-style-type: none"> <li>• Outline the main events of Holy Week and Easter</li> <li>• Show some understanding of what Christians believe about the death and resurrection of Jesus</li> <li>• Comment on some portrayal of Jesus in worship, art or the media, identifying appropriate symbolism</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about different religious traditions and rituals for marriage</li> <li>• Identify symbols in marriage rites and what they signify for the faith community</li> </ul>	<ul style="list-style-type: none"> <li>• Recall a passage from the Sermon on the Mount and apply it to a real-life situation today</li> <li>• Identify the key values which lie at the heart of Christianity and talk about the values which they share with friends and family</li> </ul>
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*\* After the name of the Prophet Muhammad, Muslims say, or write 'salla-llahu alaihi wa sallam' (peace and blessings of Allah be upon him). After the names of other Prophets, Muslims will say, or write, 'peace be upon him' p.b.u.h.*