



Hawes Primary School RE Curriculum Progression-Year B



	EYFS	KS1	Lower KS2	Upper KS2
Autumn 1	<p>F2 Which people are special and why?</p> <ul style="list-style-type: none"> • Talk about people who are special to them • Hold conversations about what makes their family and friends special to them • Identify some of the qualities of a good friend • Reflect on the question 'Am I a good friend?' • Recall and talk about stories of Jesus as a friend to others using new vocabulary • Recall stories about special people in other religions and talk about what we can learn from them • Know some similarities and differences between religious communities in Britain. 	<p>1.1 Who is a Christian and what do they believe?</p> <ul style="list-style-type: none"> • Talk about the fact that Christians believe in God and follow the example of Jesus . • Recognise some Christian symbols and images used to express ideas about God . • Talk about some simple ideas about Christian beliefs about God and Jesus . • Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means . • Talk about issues of good and bad, right and wrong arising from the stories . • Ask some questions about believing in God and offer some ideas of their own . 	<p>L2.7 What does it mean to be a Christian in Britain today?</p> <ul style="list-style-type: none"> • Identify and name examples of what Christians have and do in their families and at church to show their faith . • Ask good questions about what Christians do to show their faith . • Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings. • Describe some ways in which Christians express their faith through hymns and modern worship songs . • Suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes . • Discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others . 	<p>U2.1 Why do some people think God exists?</p> <ul style="list-style-type: none"> • Define the terms theist, atheist and agnostic and give examples of statements that reflect these beliefs. • Give two reasons why a Christian believes in God and one why an atheist does not . • Outline clearly a Christian understanding of what God is like, using examples and evidence . • Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging . • Express thoughtful ideas about the impact of believing or not believing in God on someone's life . • Present different views on why people believe in God or not, including their own ideas .

<p>Autumn 2</p>	<p>F1 Which stories are special and why?</p> <ul style="list-style-type: none"> • Talk about some religious stories using new vocabulary • Recognise some religious words, e.g. about God, holy books or places of worship • Identify some of their own feelings in the stories they hear • Identify a sacred text e.g. Bible, Qur'an • Talk about what Jesus teaches about keeping promises and say why keeping promises is a good thing to do • Hold conversations about what Jesus teaches about saying 'thank you', and why it is good to thank and be thanked <p>Know some similarities and differences between religious communities in Britain.</p>	<p>1.2 Who is Jewish and what do they believe?</p> <ul style="list-style-type: none"> • Talk about the fact that Jewish people believe in God . • Recognise that some Jewish people remember God in different ways (e.g. mezuzah, on Shabbat) • Talk about how the mezuzah in the home reminds Jewish people about God . • Talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat. • Re-tell a story that shows what Jewish people at the festivals of Sukkot, Chanukah or Pesach might think about God, suggesting what it means . • Ask some questions about believing in God and offer some ideas of their own . 	<p>L2.3 Why is Jesus inspiring to some people?</p> <ul style="list-style-type: none"> • Ask questions raised by the stories and life of Jesus and followers today; give examples of how Christians are inspired by Jesus . • Suggest some ideas about good ways to treat others, arising from their learning . • Make connections between some of Jesus' teachings and the way Christians live today . • Describe how Christians celebrate Holy Week and Easter Sunday . • Identify the most important parts of Easter for Christians and say why they are important . • Give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter . 	<p>U2.2 What would Jesus do? (Can we live by the values of Jesus in the twenty-first century?)</p> <ul style="list-style-type: none"> • Make connections between some of Jesus' teachings and the way Christians live today . • Discuss their own ideas about the importance of values to live by, comparing them to Christian ideas . • Outline Jesus' teaching on how his followers should live. • Offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live . • Explain the impact Jesus' example and teachings might have on Christians today . • Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today.
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Spring 1	<p>F3 Which places are special and why?</p> <ul style="list-style-type: none"> • Talk about somewhere that is special to themselves, saying why • Know some similarities and differences between religious communities in Britain • Be aware that some religious people have places which have special meaning for them • Hold conversations about the things that are special and valued in a place of worship • Identify some significant features of sacred places using recently acquired vocabulary • Recognise two different places of worship using new vocabulary <p>Get to know and use appropriate words to talk imaginatively and expressively about their thoughts and feelings when visiting a church.</p>	<p>1.2 Who is a Muslim and what do they believe?</p> <ul style="list-style-type: none"> • Talk about the fact that Muslims believe in God (Allah) and follow the example of the Prophet Muhammad . • Recognise that Muslims do not draw Allah or the Prophet but use calligraphy, for example, to say what God is like. • Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah . • Re-tell a story about the life of the Prophet Muhammad . • Recognise some objects used by Muslims and suggest why they are important . • Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel . 	<p>L2.8 What does it mean to be a Hindu in Britain today?</p> <ul style="list-style-type: none"> • Identify and name examples of what Hindus have and do in their families and at mandir to show their faith . • Ask good questions about what Hindus do to show their faith . • Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life . • Describe some ways in which Hindus express their faith through puja, aarti and bhajans . • Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes . • Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others . 	<p>U2.7 What matters most to Christians and Humanists?</p> <ul style="list-style-type: none"> • Identify the values found in stories and texts . • Suggest ideas about why humans can be both good and bad, making links with Christian ideas . • Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples . • Describe some Christian and Humanist values simply . • Express their own ideas about some big moral concepts, such as fairness, honesty etc., comparing them with the ideas of others they have studied • Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view .
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<p>Spring 2</p>	<p>F4 Which times are special and why?</p> <ul style="list-style-type: none"> • Give examples of special occasions and suggest features of a good celebration • Recall simple stories connected with Christmas / Easter and a festival from another faith • Say why Christmas / Easter and a festival from another faith is a special time for Christians / members of the other faith • Use new vocabulary to identify some similarities and differences between religious communities in Britain <p>Respond imaginatively and expressively to what happens at their favourite times.</p>	<p>1.6 How and why do we celebrate special and sacred times?</p> <ul style="list-style-type: none"> • Identify a special time they celebrate and explain simply what celebration means . • Talk about ways in which Jesus was a special person who Christians believe is the Son of God . • Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion <ul style="list-style-type: none"> • Re-tell stories connected with Christmas/ Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers . • Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion . • Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers . 	<p>L2.9 What can we learn from religions about deciding what is right and wrong?</p> <ul style="list-style-type: none"> • Recall and talk about some rules for living in religious traditions . • Find out at least two teachings from religions about how to live a good life . • Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions . • Make connections between stories of temptation and why people can find it difficult to be good . • Give examples of ways in which some inspirational people have been guided by their religion . • Discuss their own and others' ideas about how people decide about right and wrong . 	<p>U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity?</p> <ul style="list-style-type: none"> • Respond with ideas of their own to the title question . • Find out about religious teachings, charities and ways of expressing generosity . • Describe and make connections between examples of religious creativity (buildings and art) . • Show understanding of the value of sacred buildings and art (B3). • Suggest reasons why some believers see generosity and charity as more important than buildings and art . • Apply ideas about values from scriptures to the title question .
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<p>Summer 1</p>	<p>F5 Where do we belong?</p> <ul style="list-style-type: none"> • Re-tell religious stories making connections with personal experiences • Share and record occasions when things have happened in their lives that made them feel special • Use new vocabulary to recall and name simply what happens at a traditional Christian infant baptism and dedication • Respond imaginatively and expressively to stories about new babies • Take additional opportunities for learning if you have children from religions other than Christianity in your setting so that children can use new vocabulary to describe ceremonies that welcome new babies <p>Recall simply what happens when a baby is welcomed into a religion other than Christianity.</p>	<p>1.4 What can we learn from sacred books?</p> <ul style="list-style-type: none"> • Talk about some of the stories that are used in religion and why people still read them . • Recognise some ways in which Christians, Muslims and Jewish people treat their sacred books . • Recognise that sacred texts contain stories which are special to many people and should be treated with respect. • Re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories . • Ask and suggest answers to questions arising from stories Jesus told and from another religion . • Talk about issues of good and bad, right and wrong arising from the stories 	<p>L2.6 Why do some people think that life is like a journey and what significant experiences mark this</p> <ul style="list-style-type: none"> • Recall and name some of the ways religions mark milestones of commitment (including marriage. • Identify at least two promises made by believers at these ceremonies and say why they are important. • Suggest why some people see life as a journey and identify some of the key milestones on this journey. • Describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean (A3). • Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people • Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief. 	<p>U2.8 What difference does it make to believe in ahimsa (harmlessness), grace and/or ummah (community)?</p> <ul style="list-style-type: none"> • Describe what ahimsa, grace or ummah mean to religious people • Respond sensitively to examples of religious practice with ideas of their own • Make connections between beliefs and behaviour in different religions • Outline the challenges of being a Hindu, Christian or Muslim in Britain today • Make connections between belief in ahimsa, grace and ummah, teachings and sources of wisdom in the three religions • Consider similarities and differences between beliefs and behaviour in different faiths
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<p>Summer 2</p>	<p>F6 What is special about our world and why?</p> <ul style="list-style-type: none"> • Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world • Re-tell stories about creation and nature, talking about what they say about the world, God, human beings • Respond imaginatively and expressively to the beauty and delight of the natural world • Think about the wonders of the natural world, expressing ideas and feelings • Express ideas about how to look after animals and plants Talk about what people do to mess up the world and what they do to look after it. 	<p>1.8 How should we care for others and the world, and why does it matter?</p> <ul style="list-style-type: none"> • Talk about how religions teach that people are valuable, giving simple examples • Recognise that some people believe God created the world and so we should look after it • Re-tell Bible stories and stories from another faith about caring for others and the world. • Identify ways that some people make a response to God by caring for others and the world . • Talk about issues of good and bad, right and wrong arising from the stories . • Talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more . • Use creative ways to express their own ideas about the creation story and what it says about what God is like . 	<p>L2.5a* How do people from religious and non-religious communities celebrate key festivals?</p> <ul style="list-style-type: none"> • Recognise and identify some differences between religious festivals and other types of celebrations . • Retell some stories behind festivals (e.g. Christmas, Chanukah) . • Describe how the way some people celebrate festivals might show something about their beliefs . • Identify some differences in the way festivals (e.g. Christmas) are celebrated within and between different religious and non-religious worldviews . • Identify why members of the same religious or non-religious worldview might celebrate festivals differently or for different reasons . • Raise important questions and suggest answers about how the celebrations studied might make a difference to how pupils think and live . 	<p>U2.9** What can be done to reduce racism? Can religion help?</p> <ul style="list-style-type: none"> • Describe examples of what is unjust about racism, referring to teaching from different religions and worldviews • Respond sensitively to religious engagements with racism with ideas of their own . • Find out about at least two examples of antiracism that have been effective. • Describe examples of connections between antiracism and religion . • Understand the challenges racism presents to human communities and consider different religious responses . • Discuss their own and others' ideas about reducing racism and prejudice, informed by rich knowledge of case studies .
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