

# RE PROGRESSION AND LONG TERM PLAN

## TWO YEAR PLAN

The school has adopted the north Yorkshire RE syllabus. There is a two-year rolling programme in place to fit with the mixed aged classes.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	2023-2024						2022-2023					
EYFS	F5 Where do we belong?	F4 What times are special and why	F6 What is special about our world	F2 Which people are special and why	F3 Which places are special and why	F1 Which stories are special and why	F5 Where do we belong?	F4 What times are special and why	F6 What is special about our world	F2 Which people are special and why	F3 Which places are special and why	F1 Which stories are special and why
	Christians, Hindus, Muslims	Christians, Hindus and Jewish people	Christians, Muslims and Jewish people	Christians, Muslims and Jewish people	Christians and Muslims	Christians, Hindus, Muslims	Christians, Hindus, Muslims	Christians, Hindus and Jewish people	Christians, Muslims and Jewish people	Christians, Muslims and Jewish people	Christians and Muslims	Christians, Hindus, Muslims
Years 1 and 2	1.1 Who is a Christian and what do they believe?	Christmas stories	1.2 Who is a Muslim and what do they believe?	1.3 Who is Jewish and what do they believe?	1.4 How can we learn from sacred books?		1.5 What makes some places sacred? This could be an RE week or fit into a cross curricular unit of study.	Gifts and giving - Twinkl	1.7 What does it mean to belong to a faith community?	1.6 How and why do we celebrate special and sacred times.	1.8 How should we care for others and the world, and why does it matter?	
	Christians		Muslims	Jewish People	Christians, Muslims and Jewish people		Christians, Muslims and / or Jewish people		Christians, Muslims, Jewish people	Christians, Muslims or Jewish people	Christians and Jewish People	
Years 3 and 4	L2.7 What does it mean to be a Christian in Britain today?	L2.1 What do different people believe about God? Christian focus and either or both Hindus and Muslims	L2.5 Why are festivals important to religious communities? Easter focus possibly an RE week	L2.4 Why do people pray?	L2.2 Why is the Bible so important for Christians today?		L2.8 What does it mean to be a Hindu in Britain today?	L2.9 What can we learn from religions about deciding what is right and wrong?	L2.3 Why is Jesus inspiring to some people?	L2.5 Why are festivals important to religious communities? Eid focus possibly an RE week	L2.6 Why do some people think that life is like a journey? What significant experiences mark this?	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	2023-2024						2022-2023					
	Christians		Hindus, Christians, Muslims	Christians and Hindus/ Jewish people/ Muslims	Christians, Hindus or Muslims	Christians	Hindus		Christians, Jewish people, non-religious people (Humanists)	Christians	Muslims	Christians, Hindus and / or Jewish people
Years 5 and 6	U2.1 Why do some people think God exists?	U2.4 If God is everywhere, why go to a place of worship? Possible RE week or fortnight with a focus on a visit to the church and the mandir	U2.2 What would Jesus do? (Can we live by the values of Jesus in the twenty-first century?)	U2.6 What does it mean to be a Muslim in Britain today?		U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity?	U2.8 What difference does it make to believe in ahimsa, grace and/or Ummah?	U2.7 What matters most to Christians and Humanists?		U2.3 What do religions say to us when life gets hard?		
	Christians, non-religious (Humanists)	Christians, Hindus and Jewish people	Christians	Muslims		Christians, Muslims and non-religious (Humanists)	Christians, Muslims ad Hindus (review)	Christians and non-religious (Humanists)		Christians, Hindus and non-religious responses		

Our Religious Education curriculum is based on the end point outcomes from the North Yorkshire syllabus.

Aims in RE: A progression grid	At the end of KS1 most pupils will be able to:	At the end of key stage 2 most pupils will be able to:
<b>Know about &amp; Understand</b> A1. Describe, explain and analyse beliefs, and practices, recognising the diversity which exists within and between communities;	Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them;	Describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life in order to reflect thoughtfully on their ideas;
<b>Know about &amp; Understand</b> A2. Identify, investigate and respond to questions posed by, and responses offered by some of the sources of wisdom found in religions and world views;	Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come;	Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities;
<b>Know about &amp; Understand</b> A3. Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning;	Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities;	Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning;
<b>Express and Communicate</b> B1. Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities;	Ask and respond to questions about what communities do, and why, so that they can identify what difference belonging to a community might make;	Observe and understand varied examples of religions and world views so that they can explain, with reasons, their meanings and significance to individuals and communities;
<b>Express and Communicate</b> B2. Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value;	Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves;	Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives;
<b>Express and communicate</b> B3. Appreciate and appraise varied dimensions of religion;	Notice and respond sensitively to some similarities between different religions and world views;	Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and world views;
<b>Gain &amp; deploy skills:</b> C1. Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively;	Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry;	Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own thoughtfully in different forms including (e.g.) reasoning, music, art and poetry;
<b>Gain &amp; deploy skills:</b> C2. Enquire into what enables different communities to live together respectfully for the wellbeing of all;	Find out about and respond with ideas to examples of co-operation between people who are different;	Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect;
<b>Gain &amp; deploy skills:</b> C3. Articulate beliefs, values and commitments clearly in order to explain reasons why they may be important in their own and other people's lives.	Find out about questions of right and wrong and begin to express their ideas and opinions in response.	Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.

## Outcomes by the end of the Foundation Stage

Re call, name, talk about, observe, notice, recognise, find out about....	Knowledge and understanding of religion	Expressing and communicating ideas	Gaining and deploying RE skills
	<p><b>I can recall, name and talk about simple beliefs, stories and festivals in RE In good learning activities pupils could:</b></p> <ul style="list-style-type: none"> <li>▪ Remember and tell someone three things that happened in the Mary and Joseph story at Christmas.</li> <li>▪ Name a church or a mosque or a synagogue from a picture</li> <li>▪ Say what happened to the Baby Moses after he was left in the bulrushes.</li> <li>▪ Put six pictures from (e.g) the Divali story or a story of Guru Nanak in the right order.</li> <li>▪ Talk about a 7 branched candlestick: where would you see this, and what does it stand for to Jews?</li> <li>▪ Speak about my own celebrations and someone else’s celebrations.</li> <li>▪ Recall the outlines of some religious stories.</li> <li>▪ Recall and name some objects they have learned about to do with Jewish Shabbat.</li> <li>▪ Identify something that religious people believe: e.g. there is one God.</li> <li>▪ Talk about what happens at a non-religious wedding ceremony.</li> </ul>	<p><b>I can observe, notice and recognise simple aspects of religions in my own community in RE In good learning activities pupils could:</b></p> <ul style="list-style-type: none"> <li>▪ Observe from a visit to a Mosque what happens for Muslims at prayer time</li> <li>▪ Notice three things about the inside of a church that show it is a sacred place</li> <li>▪ Recognise that some people believe God is great, kind and invisible</li> <li>▪ Say why unfair shares are a bad idea.</li> <li>▪ From 6 artefacts or pictures, pick three that are associated with Christians, or three that are used in a Mosque.</li> <li>▪ Recognise that ‘belonging’ is important and talk about: who do I belong to? How does it show?</li> <li>▪ Consider how symbols of light make me feel, and make me think.</li> <li>▪ Notice that Brighton and Hove has lots of different kinds of religious buildings and talk about who uses them and how.</li> <li>▪ Notice the value of silent reflection when we want to remember the</li> </ul>	<p><b>I can notice and begin to find out about religions and beliefs</b></p> <ul style="list-style-type: none"> <li>▪ Find out about the things that matter most in a Mosque or a Church or a Gurdwara and notice what matters most to me.</li> <li>▪ Notice some interesting and puzzling questions I’d like to know about to do with God and creation.</li> <li>▪ Consider: who is my favourite person in a story of Christmas, Divali, Vaisakhi or Eid Al Fitr?</li> <li>▪ Find out why people think it is good to share things fairly.</li> <li>▪ Notice the feelings that go with thanking and being thanked, praising and being praised.</li> <li>▪ Find out (by asking? By trying it out?) how it feels to create / make something myself, and how it would feel if someone spoiled what I had made.</li> <li>▪ Notice what we enjoy about big days and celebrating.</li> <li>▪ Find out what are the big days of the year for different people.</li> <li>▪ Notice that some people follow a religion, but many others do not.</li> </ul>

## Outcomes by the end of Key Stage 1

Identify, retell, describe simply, give examples, think, talk and ask questions about religion and belief for myself	Knowledge and understanding of religion	Expressing and communicating ideas	Gaining and deploying RE skills
	<p><b>I can retell and suggest a meaning for a religious story, object or practice. In good learning activities pupils could</b></p> <ul style="list-style-type: none"> <li>▪ Listen to a Jewish story of Creation and put 7 pictures of the creation story into the right order (retell by sequencing)</li> <li>▪ Give an example of a religious festival for Hindus, Christians and Muslims</li> <li>▪ Match up some Christian beliefs to some Christian symbols and artefacts (which one shows belief in Jesus? In God the creator?).</li> <li>▪ Retell a story of the Hajj at Makkah in your own words.</li> <li>▪ Suggest a meaning for a story, parable or saying by a religious teacher</li> <li>▪ Use a saying of Jesus as a title and theme to a story made up by me, which is about children of my own age (e.g. 'Love Your Neighbour' or 'Do Not Worry').</li> <li>▪ Suggest the meaning of two things that matter to a Christian or to a Muslim.</li> </ul>	<p><b>I can ask questions and give opinions about religious beliefs and ideas In good learning activities pupils could:</b></p> <ul style="list-style-type: none"> <li>▪ Give an example of how religious belief makes a difference to what someone eats, wears or believes</li> <li>▪ Collect examples of what people do, give, sing, remember, or think about at Divali, Easter, Vaisakhi or Eid Al Fitr</li> <li>▪ Suggest what a Christian might do because of something that Jesus said e.g. 'Love Your Neighbour' 'Forgive your enemies'.</li> <li>▪ Suggest how a Sikh might follow the example of one of the gurus</li> <li>▪ Ask 3 questions about how a Muslim might follow the example of the Prophet</li> <li>▪ Collect a list of some things that I think are precious, though money can't buy them and use the list to think about values.</li> <li>▪ Give my opinions about questions to do with God.</li> <li>▪ Respond to the idea that music can be used to worship God, considering simple examples which express a feeling like joy or excitement. How does singing together make us feel?</li> </ul>	<p><b>I can collect, use and respond to ideas for myself in RE In good learning activities pupils could:</b></p> <ul style="list-style-type: none"> <li>▪ Collect and talk about ideas in stories about people from the Muslim, Jewish or Christian religions, noticing what matters to them.</li> <li>▪ Respond to questions about what happens in a synagogue, mosque or church during a school visit</li> <li>▪ Respond to ideas about what makes a Christian, Jewish or Muslim hero a special person.</li> <li>▪ Think and talk about ideas to do with saying sorry and forgiving people: why does it matter?</li> <li>▪ Collect ideas about the 5 daily prayers Muslims perform, responding sensitively to the practice</li> <li>▪ Make up some good questions to ask 'the person who knows everything' / God / Allah.</li> <li>▪ Respond for myself to ideas from stories about people who were kind, generous or brave from sacred texts, including</li> </ul>

## Outcomes by the end of Lower Key Stage 2.

Describe, connect, suggest examples, suggest meanings, connect religion to life, suggest answers to questions including my own ideas	Knowledge and understanding of religion	Expressing and communicating ideas	Gaining and deploying RE skills
	<p><b>I can describe beliefs, concepts and texts from religions and worldviews</b> In good learning activities pupils could:</p> <ul style="list-style-type: none"> <li>▪ Describe three things Christians believe in, and connect the beliefs to what happens at Christmas</li> <li>▪ Use two quotes from the Qur'an to describe two key Muslim concepts.</li> <li>▪ Describe three ways Hindus celebrate or worship at home or in the Mandir, connecting practice to beliefs</li> <li>▪ Describe some symbols of belonging that Hindus, Muslims or Christians use when they worship.</li> <li>▪ Connect ideas about two Muslim artefacts (e.g. Qur'an stand and Prayer mat) with the fast during Ramadan and celebration of Eid.</li> <li>▪ Make a thoughtful link between how a Bible story is used in Church, and how it may have an impact on a Christian child (e.g. the story of Jesus washing the disciples' feet).</li> <li>▪ Connect examples of the teachings of a holy book to beliefs found in that religion</li> <li>▪ Select quotes from scriptures that support p</li> </ul>	<p><b>I can give thoughtful responses to my learning about religions and worldviews regarding stories, teachings, concepts, texts, how religious people live, celebrations and worship.</b> In good learning activities pupils could:</p> <ul style="list-style-type: none"> <li>▪ Connect a piece of Christian music and a Bible text that inspired it (e.g from Handel's Messiah, or Stormzy's 'Blinded by your grace'.</li> <li>▪ Respond thoughtfully to the meaning of some features of a mosque and synagogue, expressing what Muslims and Jews mean when they worship.</li> <li>▪ Express ideas about how Hindu vegetarianism is connected to Hindu beliefs and concepts about Atman, the idea that divine life is in every living creature.</li> <li>▪ Thoughtfully answer the question 'what are the purposes of a sacred place?' connecting texts and worship</li> <li>▪ Express my ideas about some Bible quotes about values and behaviour linked to the work of some Christian charities</li> <li>▪ Use Jewish texts to explain how and why the Torah is used in the synagogue</li> <li>▪ Respond thoughtfully to the work of a Sikh development charity and to examples of stories from the life of Guru Nanak about money, poverty and generosity.</li> </ul>	<p><b>I can consider, discuss and suggest answers to questions, including my own ideas, about the differences religion makes to life</b> In good learning activities pupils could:</p> <ul style="list-style-type: none"> <li>▪ Suggest reasons why worshippers choose to attend a Muslim Mosque or Hindu Mandir or Christian Church.</li> <li>▪ Consider good questions about poems in which people express their faith or their atheism and suggest some answers.</li> <li>▪ Hear arguments for and against worshipping and praying every day, and suggest answers to 'why' questions about this.</li> <li>▪ Discuss the answers Christians and Muslims give to questions about their practice of giving to charity at Christmas (e.g. Christian Aid or The Children's Society) and Zakat (giving charity or alms to the poor).</li> <li>▪ Consider and express my own ideas about Hindu values such as harmlessness / vegetarian diet: how would our school change if we all lived by this value?</li> <li>▪ Discuss some things people do to find peace, stillness and rest (including the practices of worship) connecting these to their own lives and ways of being calm</li> <li>▪ Discuss links between religious leaders who they have studied and the kind of person children their age like to 'follow'.</li> </ul>



Outcomes by the end of Key Stage 2.

Explain and give meanings for texts, compare ideas, use evidence and examples, connecting my own reflections and views to studies and developing insights.	Knowledge and understanding of religion	Expressing and communicating ideas	Gaining and deploying RE skills
	<p>I can outline ideas and practices from different religions and worldviews linking different viewpoints. In good learning activities pupils could:</p> <ul style="list-style-type: none"> <li>▪ Outline three key Muslim beliefs and three key Christian beliefs, connecting them by commenting on similarities</li> <li>▪ Connect up the meaning of three Bible verses to Christian concepts of life after death and funeral practice.</li> <li>▪ Outline their ideas about how three verses from the Dhammapada connect to the ways Buddhists meditate and choose to live.</li> <li>▪ Explain the meaning of three symbolic actions of worship in the Gurdwara</li> <li>▪ Use quotes from sacred writing to outline different viewpoints on ethical questions, e.g. about money, peace, prejudice or racism</li> <li>▪ Outline my understanding of why Believer's Baptism matters to Baptist Christians, using Bible texts and comparing it with another 'ceremony of belonging'.</li> <li>▪ Use the right words to give the meanings of four of the Muslim '99 Names' of Allah.</li> <li>▪ Explain some connections between charity</li> </ul>	<p>I can use evidence and examples to express ideas of my own thoughtfully in RE. In good learning activities pupils could:</p> <ul style="list-style-type: none"> <li>▪ Express my idea of three examples of what pilgrims might hope for on their way to Makkah / Iona / Jerusalem</li> <li>▪ Express my ideas about examples of evidence for belief in God and for atheism</li> <li>▪ Give thoughtful reasons for the impact of Amrit in Khalsa Sikh life, and for their own sense of what matters at 'coming of age.'</li> <li>▪ Express my ideas about evidence and examples in discussing how far Christian Aid puts the teachings of Jesus into action</li> <li>▪ Give evidence and examples of art, drama or poetry which express the spiritual ideas of two contemporary religious leaders.</li> <li>▪ Consider examples of British Muslim approaches to serving the wider community, connecting these to teaching from the Qur'an and Sunnah</li> <li>▪ Devise four good questions about what makes a leader worth following, and state what a Sikh might say about Guru Nanak's leadership, expressing my own ideas thoughtfully.</li> <li>▪ Give a piece of evidence and a reason for my views about life after death</li> </ul>	<p>I can apply ideas about religions and worldviews expressing my own ideas and insights thoughtfully. In good learning activities pupils could:</p> <ul style="list-style-type: none"> <li>▪ Suggest some answers to 'why' questions about Jesus, Bishop Tutu and Mother Teresa, applying ideas like selflessness, altruism or generosity reflectively.</li> <li>▪ Develop an insight into the idea of 'doing to others as you want them to do to you' connecting my reflections to religious ideas.</li> <li>▪ Consider and reflect on the question: how would religions change if they really lived by the 'Golden Rule'?</li> <li>▪ Reflect insightfully on how Martin Luther King or Malcolm X were inspired by their faith to work for racial equality.</li> <li>▪ Refer to Islamic sources or quotations in applying my own ideas to Muslim belief about God.</li> <li>▪ Take three sayings of Guru Nanak, Jesus or the Buddha and respond with my own ideas and insights.</li> <li>▪ Create a statement of my own beliefs about God, life after death or human values referring to ideas from two religions I've studied.</li> </ul>