



RE

The intent of our RE curriculum is to provide children with systematic knowledge and understanding about Christianity and the principal religions represented in Britain (Buddhism, Hinduism, Judaism, Islam and Sikhism). Our ambition is for children to learn to express their own personal viewpoints in a thoughtful, reasoned and considerate way; they recognise the right of people to hold different beliefs within an ethnically and socially diverse society. Through our RE curriculum, our children also enhance their own spiritual, moral, social and cultural development by developing awareness of the fundamental questions of life arising from human experiences. The teaching of RE incorporates the following strands: beliefs and practices, sources of wisdom, symbols and actions, prayer, worship and reflection, identity and belonging, ultimate questions, human responsibility and values, justice and fairness.

Progression of Skills					
Strand	KS1	Year 3	Year 4	Year 5	Year 6
Beliefs and practices	Give at least three examples of different beliefs and practices, including festivals, worship, rituals and ways of life and explain some meanings behind them.	Using specific religious vocabulary, describe the impact of celebrations and key moments in life in some religious communities. E.g. Baptism and Aqiqah ceremonies.	Describe, make connections and reflect on some religious beliefs and practices studied, including how celebrations and key moments in life are marked. E.g. comparing Christian and Hindu birth traditions.	Using religious vocabulary, compare two examples of celebrations marking key points in life's journey including pilgrimage. E.g. why Christians and Jews make pilgrimages to Jerusalem, comparing Bat/Bar Mitzvah and Confirmation ceremonies.	Describe, make connections and reflect on some religious and worldviews studied, using specific religious vocabulary about how celebrations and key moments in life are marked by different communities. E.g. comparing Wesak and Parinirvana Day
Sources of wisdom	Retell and suggest meanings to some religious and moral stories; think, talk and ask questions about some sacred writings and sources of wisdom and the traditions	Raise questions and suggest meanings to three examples of either religious and moral stories, sacred writings or sources of wisdom. E.g. Christian and Muslim creation stories. Identify the faith traditions from which these come and their impact on followers.	Show awareness, describe and interpret a range of stories, sacred writings, psalms, poems, hymns, prayers and artefacts e.g. the Puja tray. Develop an understanding of the impact on individual believers.	Demonstrate an understanding of the impact of sources of wisdom on individuals and give examples of how these connect to different communities.	Show awareness, respond to and interpret a range of stories, sacred writings and sources of wisdom, recognising and understanding the impact within different communities and on individual believers. E.g. Buddhist mantras.



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	from which they come				
Symbols and actions	Give at least three examples of symbols and actions explaining how and why they express religious meaning; notice some similarities between communities.	Describe how religious beliefs, symbolic expression and actions can communicate meaning to individual followers. E.g. the Five Pillars of Islam Describe some similarities between two faith communities. E.g Muslims and Christians.	Explain how a range of beliefs, symbolic expression and actions (verbal and non-verbal) can communicate meaning to individual followers. Describe some similarities between communities.	Describe how a range of beliefs, symbolic expression and actions can communicate meaning to individuals. Identify some similarities and differences between and within two communities. E.g.how worshippers communicate with God in a church and a synagogue.	Compare how and why a range of beliefs expression and actions communicate different meaning to individuals within communities. Identify and describe similarities and differences between and within communities.
Prayer, worship and reflection	Explore how and where worshippers connect to prayer and worship. Participate in periods of stillness and reflection.	Ask and answer questions about places of prayer and worship and the impact they might make on faith communities.	Describe why and where worshippers connect to prayer and worship. Participate in periods of stillness and quiet thought and where appropriate express personal reflections.	Explain why, where and how, worshippers connect to prayer and worship. Actively engage in periods of stillness; describe their reflective experiences.	Through enquiry and experience, demonstrate worshippers' connection to prayer, faith and sacred spaces. E.g. consider how Buddhist mantra enhance worship. And explore whether meditation is the same as praying.
Identity and belonging	Talk with others about how groups express who they are and how individuals belong to communities including faith groups. Describe	Give two examples of how individuals show that they belong to a faith community. Recognise how some religious people are guided by their religious leaders.	Show an understanding of some of the challenges individuals face when belonging to a faith community. Demonstrate how it may help them. Explore how some religious	Recognise the challenges of commitment for individuals belonging to a living faith. Raise questions on how faith today is shaped by identity, religious guidance and	Show and express insights into the challenges of individual commitment, belonging and faith. Raise questions on guidance and leadership in their own and others' lives.



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	what a leader does and why.		people are guided by their religious leaders.	leadership both past and present.	
Ultimate Questions	Ask and answer a range of 'how' and 'why' questions about belonging, meaning and truth expressing their own ideas and opinions.	Through creative media, express an understanding of a range of ultimate questions, reflecting on questions that are difficult to answer. E.g. who hears our prayers?	Respond to a range of challenging 'if' and 'why' questions about making sense of the world, expressing personal reflections. E.g. why do Christians call the day Jesus died Good Friday?	Raise challenging questions and suggest answers including a range of perspectives from different faiths and belief groups. E.g. How did the world begin?	Present a range of views and answers to challenging questions about belonging, meaning and truth. E.g. is meditation the same as prayer?
Human responsibility and values	Tell stories and share real life examples of how people show care and concern for humanity and the world; think, talk and ask questions about why people do this.	Demonstrate an understanding of the importance of showing care and responsibility for the world, identifying the shared values in two communities.	Illustrate how diverse communities can live together respectfully sharing the same important values and sense of responsibility.	Describe the diversity of local and national communities. Identify some shared communal values and responsibilities.	Explain how diverse communities can live together identifying common values, justice, respect and shared human responsibility. Use personal and critical responses to challenge how individual and collective responsibility is shaped by faith and belief.
Justice and fairness	Explain the influence of rules. Explore moral stories and consider what is right and wrong just and fair.	Demonstrate a reflection of moral stories E.g. The Good Samaritan and why individuals make choices about what is right and wrong, just and fair.	Consider and discuss questions on matters that are important in the world including choices about what is right and what is wrong.	Identify and describe how people with religious and worldviews make choices about what is right and wrong.	Evaluate and ask challenging questions applying their own and others ideas about responsibility and what is right and wrong, considering possible effects of different moral choices.