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| R.E. Statements of Progression**Beliefs and Practices** (Autumn A.13 hours) |
| **KS1** | **Lower KS2** | **Upper KS2** |
| **Give at least three examples of different beliefs and practices, including festivals, worship, rituals and ways of life and explain some meanings behind them** | **Describe, make connections and reﬂect on some religious beliefs and practices studied, including how celebrations and key moments in life are marked** | **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** |
| **Learning Objective**(taken from report sheet)**I can recall and name different beliefs and practices.****I know the meanings behind some festivals, worship, rituals and ways of life.** | **Learning Objective**(taken from report sheet)**I can describe and make connections on features of religions and worldviews.****I know how pilgrimages, worship and rituals can mark important events in life.** | **Learning Objective**(taken from report sheet)**I can describe, make connections and reflect on features of Christianity, Judaism, Buddhism and worldviews.****I know how pilgrimages, worship and rituals can celebrate important events in life.****I can use specific religious vocabulary to describe how celebrations are marked by religious communities.** |
| **Include vocab for the topic…**festivals celebrateharvest festival generositytraditionalthankfulness Diwalipuja VaisakhiChristmas PentecostEaster EidPurim fruitfulnessHanukkah Diwalibeing thanked thankingbeing praised praising | **Include vocab for the topic…**festivals Sikh Muslimcelebrating marking of life’s journeyChristian Hindu Myrrh Christmas LentAdvent resurrectionSaints incarnationforgiven honeyGood Friday Guru Granth SahibEaster salvationHajj Kumbha MelaGolden Temple pilgrimages Karah Parshad  | **Include vocab for the topic…**Themes Expression valueHajj Pilgrimage Lourdes‘the Holy Land’ Eucharist Baptised Annunciation Incarnation TemptationResurrection SalvationAscension Hindu deities Christ Saviour Advent Virgin Mary Joseph Angel Gabriel Jesus MessiahHumanist Rite of passageSabbath |

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| R.E. Statements of Progression**Justice and Fairness** (Spring A.13 hours) |
| **KS1** | **Lower KS2** | **Upper KS2** |
| **Explain the inﬂuence of rules. Explore moral stories and consider 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** | **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** |
| **Learning Objective**(taken from report sheet)**I can think about ideas of what is right and wrong.****I know how spiritual and moral values can influence the choices people make and how they behave.** | **Learning Objective**(taken from report sheet)**I can discuss ideas about ethical questions.****I can reflect on ideas about what is right and wrong, and what is just and unfair.** | **Learning Objective**(taken from report sheet)**I can ask challenging questions about responsibility.****I can consider what is right and wrong and what is just and fair.****I can consider possible effects of different moral choices.** |
| **Include vocab for the topic…**faith stories moral storieschoices rightwrong connectionsbehave parablesChristian charity fairGolden Rules new commandment‘stand up for good’ | **Include vocab for the topic…**development charitiesChristian Aid Islamic ReliefOxfam Langarequality Gandhiharmlessness (ahimsa) | **Include vocab for the topic…**citizenship 10 commandments 5 Precepts vulnerable suffragettes apartheid prejudice courage faith justice desire suffering compassion |

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| R.E. Statements of Progression**Sources of Wisdom/Human values & Responsibility** (SummerA.13 hours) |
| **KS1** | **Lower KS2** | **Upper KS2** |
| **Retell and suggest meanings to some sources of wisdom and stories of faith.****Respond to examples of how and why people show concern for humanity and the world.** | **Reflect on the impact of beliefs and teachings from a range of sacred writings and sources of wisdom.****Apply ides about ways in which diverse communities can live together for the wellbeing of all.** | **Recognise and understand the impact of sacred writings and sources of wisdom within different communities and individual believers.****Respond thoughtfully to ideas about values, respect and human responsibility.** |
| **Learning Objective**(taken from report sheet)**I can think, talk and ask questions about some sacred writings and sources of wisdom.****-------------------------****I can tell stories of how people show care and concern for humanity and the world.**  | **Learning Objective**(taken from report sheet)**I can understand why religious songs and stories affect followers in different ways.****I know how believers interpret stories in their different communities.****-----------------------****I know how diverse communities can live together respectfully sharing the same values and responsibilities.** | **Learning Objective**(taken from report sheet)**I can respond to a range of stories, sacred writings, sources of wisdom and authority.****I can reflect on the impact of sources of wisdom on different communities.****-----------------------****I can think about how individual and collective responsibility is shaped by faith and belief.** |
| **Include vocab for the topic…**stories religious people generationssacred character Bible Christians Jesusparables Torah Qu’ran holy JewsYad Sikh Guru Granth Sahibtraditional language---------------------------unique environmentcommunity responsibility  | **Include vocab for the topic…**impact followers wisdom sacred artefacts parable origins authority deities Muhammad Ramayana personal hero Psalms---------------------------crisis religious codesworldviews inspiredforgiveness valuedharmlessness  | **Include vocab for the topic…**impact followers wisdom sacred artefacts parable origins authority deities Muhammad Ramayana personal hero Psalms---------------------------crisis religious codesworldviews inspiredforgiveness valuedharmlessness  |

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| R.E. Statements of Progression**Identity and Belonging** (Autumn B.13 hours) |
| **KS1** | **Lower KS2** | **Upper KS2** |
| **Talk about how groups express who they are and how they belong to communities and faith groups****Describe what a leader does and why** | **Understand the challenges of individual commitment of faith****Look at the role of religious leaders and how they guide their communities** | **Show and express insights into the challenges of individual commitment, belonging and faith****Ask questions about guidance and leadership in my own life** |
| **Learning Objective**(taken from report sheet)**I can describe how faith groups express who they are.****I can say how a religious group can welcome someone new.****I can say what a leader does and why.** | **Learning Objective**(taken from report sheet)**I understand people face challenges when belonging to a faith community.****I know how religious people are guided by their religious leaders.** | **Learning Objective**(taken from report sheet)**I understand some of the challenges of individual commitment, belonging and faith.****I can raise questions about leadership in my own and others’ lives.** |
| **Include vocab for the topic…**welcoming babies holythankful leadersShabbat Jewishbeliefs celebrateceremonies five K’s | **Include vocab for the topic…**community commitmentsrole dutiesreligious leadershipfollowers priestFather KhalsaSikhs Bandi Chor DivasHindu Diwali Muslims 5 Pillars faith | **Include vocab for the topic…**personal heroes traditionsimpact celebratefaith representativesreligious leaders Jesuskey events MessiahEightfold path Buddhists Christians MosesJews Shabbatmezuzah |

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| R.E. Statements of Progression**Prayer, Worship & Reflection** (Spring B. 13 hours) |
| **KS1** | **Lower KS2** | **Upper KS2** |
| **Understand what prayer, worship and reflection means to a religious community** | **Know how people of faith communicate their beliefs through sacred spaces, worship, prayer, reflection, meditation and stillness** | **Understand how worshippers connect to prayer, faith and sacred spaces** |
| **Learning Objective**(taken from report sheet)**I can say what prayer, worship and reflection mean to a religious community.****I have experienced times of stillness and reflection.** | **Learning Objective**(taken from report sheet)**I can describe why and where worshippers connect to prayer and worship.****I have experienced periods of stillness and quiet thought.** | **Learning Objective**(taken from report sheet)**I can talk about how people of faith communicate their faith through prayer, worship and reflection.****I know why some people pray or meditate.** |
| **Include vocab for the topic…**worship The Lord’s Prayer rosary ChristiansJesus religious artefacts holyHindus offeringsincense SewaLangar Sikh | **Include vocab for the topic…**worship key prayers the first Surah Muslim Qu’ran Musulla Bhagavad Gita shrine Gayatri Mantra HinduMool Mantra Jesus Eucharist inspire The Lord’s Prayer Sikh puja Akhand Path Sikh Guru Granth Sahib | **Include vocab for the topic…**prayer reflection meditation stillness worship church Shema The Lord’s Prayer compassion mindfulness Hindu prayers multi-space Dalia Lama worldviews being peaceful prayer spaces Buddhist mantras  |

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| R.E. Statements of Progression**Symbols & Action/Ultimate Questions** (Summer B. 13 hours) |
| **KS1** | **Lower KS2** | **Upper KS2** |
| **Give examples of symbols and actions explaining how and why they express religious meaning****Appreciate some similarities between different communities****-----------------------------------------****Think about questions related to belonging, meaning and truth** | **Explain how different beliefs, symbolic expression and actions can communicate meaning to followers****Describe some similarities between communities****------------------------------------------****Respond to a range of challenging ‘if’ and ‘why’ questions about making sense of the world** | **Identify and describe similarities and differences of symbols and actions between and within communities****--------------------------------------------** |
| **Learning Objective**(taken from report sheet)**I can recognise how and why symbols and actions can express religious meaning.****I notice some similarities between communities.****-----------------------------------------------------****I can use creative media to express my ideas and opinions about belonging, meaning and truth.** | **Learning Objective****(taken from report sheet)****I can describe how a range of beliefs, practices and symbols can communicate meaning to followers.****I can describe some similarities between communities.****-----------------------------------------------------------****I can use creative media thoughtfully to express my own and others views about belonging, meaning and truth.** | **Learning Objective**(taken from report sheet)**I can compare how and why a range of symbols, expressions and actions communicate different meaning to individuals within communities.****I can describe similarities and differences between and within communities.****---------------------------------------------------------****Present a range of views and answers to challenging questions about belonging, meaning and truth** |
| **Include vocab for the topic…**light water a tree incense religious symbol design daily patternplaces of worship meaning feelings darkness candle artefacts Christian churchbaptism atmosphere celebration cross ------------------------------------------------created imagine stained-glass windowvictory religions worldview heaven | **Include vocab for the topic…**tithe global baptism Eucharist Christmas submission Muslims Sikhs Hindus deity architecture artefacts humility sewa foot washing serving icons------------------------------------------------------attributes of God gods Creation story heavensolution conflict human race  | **Include vocab for the topic…**mudras Buddha artefacts PassoverEaster kippah Dharma SanghaThe Three Jewels wheel Lotus flowermurti Hinduism---------------------------------------------------questions of origin divine life after death religious non-religious culture soul karmacontradictory complimentary belief reside  |