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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 celebrate  harvest festival generosity  traditional  thankfulness Diwali  puja Vaisakhi  Christmas Pentecost  Easter Eid  Purim fruitfulness  Hanukkah Diwali  being thanked thanking  being praised praising | **Include vocab for the topic…**  festivals Sikh Muslim  celebrating marking of life’s journey  Christian Hindu Myrrh  Christmas Lent  Advent resurrection  Saints incarnation  forgiven honey  Good Friday Guru Granth Sahib  Easter salvation  Hajj Kumbha Mela  Golden Temple pilgrimages  Karah Parshad | **Include vocab for the topic…**  Themes Expression value  Hajj Pilgrimage Lourdes  ‘the Holy Land’ Eucharist Baptised Annunciation Incarnation Temptation  Resurrection Salvation  Ascension Hindu deities  Christ Saviour  Advent Virgin Mary  Joseph Angel Gabriel  Jesus Messiah  Humanist Rite of passage  Sabbath |

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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 stories  choices right  wrong connections  behave parables  Christian charity fair  Golden Rules new commandment  ‘stand up for good’ | **Include vocab for the topic…**  development charities  Christian Aid Islamic Relief  Oxfam Langar  equality Gandhi  harmlessness (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 generations  sacred character Bible Christians Jesus  parables Torah Qu’ran holy Jews  Yad Sikh  Guru Granth Sahib  traditional language  ---------------------------  unique environment  community responsibility | **Include vocab for the topic…**  impact followers  wisdom sacred  artefacts parable  origins authority  deities Muhammad  Ramayana personal hero  Psalms  ---------------------------  crisis religious codes  worldviews inspired  forgiveness valued  harmlessness | **Include vocab for the topic…**  impact followers  wisdom sacred  artefacts parable  origins authority  deities Muhammad  Ramayana personal hero  Psalms  ---------------------------  crisis religious codes  worldviews inspired  forgiveness valued  harmlessness |

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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 holy  thankful leaders  Shabbat Jewish  beliefs celebrate  ceremonies five K’s | **Include vocab for the topic…**  community commitments  role duties  religious leadership  followers priest  Father Khalsa  Sikhs Bandi Chor Divas  Hindu Diwali  Muslims 5 Pillars  faith | **Include vocab for the topic…**  personal heroes traditions  impact celebrate  faith representatives  religious leaders Jesus  key events Messiah  Eightfold path Buddhists  Christians Moses  Jews Shabbat  mezuzah |

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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 Christians  Jesus religious artefacts holy  Hindus offerings  incense Sewa  Langar Sikh | **Include vocab for the topic…**  worship key prayers the first Surah  Muslim Qu’ran Musulla  Bhagavad Gita shrine Gayatri Mantra Hindu  Mool 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 pattern  places of worship meaning feelings darkness candle artefacts Christian church  baptism atmosphere celebration cross  ------------------------------------------------  created imagine stained-glass window  victory 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 heaven  solution conflict human race | **Include vocab for the topic…**  mudras Buddha artefacts Passover  Easter kippah Dharma Sangha  The Three Jewels wheel Lotus flower  murti Hinduism  ---------------------------------------------------  questions of origin divine life after death religious non-religious culture soul karma  contradictory complimentary belief reside |