

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...	Include vocab for the topic...	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	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	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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Justice and Fairness (Spring A.13 hours)

KS1	Lower KS2	Upper KS2
<p>Explain the influence of rules. Explore moral stories and consider what is right and wrong, just and fair</p>	<p>Consider and discuss questions on matters that are important in the world including choices about what is right and what is wrong</p>	<p>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</p>
<p>Learning Objective (taken from report sheet)</p> <p>I can think about ideas of what is right and wrong.</p> <p>I know how spiritual and moral values can influence the choices people make and how they behave.</p>	<p>Learning Objective (taken from report sheet)</p> <p>I can discuss ideas about ethical questions.</p> <p>I can reflect on ideas about what is right and wrong, and what is just and unfair.</p>	<p>Learning Objective (taken from report sheet)</p> <p>I can ask challenging questions about responsibility.</p> <p>I can consider what is right and wrong and what is just and fair.</p> <p>I can consider possible effects of different moral choices.</p>
<p>Include vocab for the topic...</p> <p>faith stories moral stories choices right wrong connections behave parables Christian charity fair Golden Rules new commandment 'stand up for good'</p>	<p>Include vocab for the topic...</p> <p>development charities Christian Aid Islamic Relief Oxfam Langar equality Gandhi harmless (ahimsa)</p>	<p>Include vocab for the topic...</p> <p>citizenship 10 commandments 5 Precepts vulnerable suffragettes apartheid prejudice courage faith justice desire suffering compassion</p>

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Sources of Wisdom/Human values & Responsibility (SummerA.13 hours)

KS1	Lower KS2	Upper KS2
<p style="text-align: center;">Retell and suggest meanings to some sources of wisdom and stories of faith.</p> <p style="text-align: center;">Respond to examples of how and why people show concern for humanity and the world.</p>	<p style="text-align: center;">Reflect on the impact of beliefs and teachings from a range of sacred writings and sources of wisdom.</p> <p style="text-align: center;">Apply ideas about ways in which diverse communities can live together for the wellbeing of all.</p>	<p style="text-align: center;">Recognise and understand the impact of sacred writings and sources of wisdom within different communities and individual believers.</p> <p style="text-align: center;">Respond thoughtfully to ideas about values, respect and human responsibility.</p>
<p style="text-align: center;">Learning Objective (taken from report sheet)</p> <p style="text-align: center;">I can think, talk and ask questions about some sacred writings and sources of wisdom. -----</p> <p style="text-align: center;">I can tell stories of how people show care and concern for humanity and the world.</p>	<p style="text-align: center;">Learning Objective (taken from report sheet)</p> <p style="text-align: center;">I can understand why religious songs and stories affect followers in different ways. I know how believers interpret stories in their different communities. -----</p> <p style="text-align: center;">I know how diverse communities can live together respectfully sharing the same values and responsibilities.</p>	<p style="text-align: center;">Learning Objective (taken from report sheet)</p> <p style="text-align: center;">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. -----</p> <p style="text-align: center;">I can think about how individual and collective responsibility is shaped by faith and belief.</p>
<p>Include vocab for the topic...</p> <p>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</p>	<p>Include vocab for the topic...</p> <p>impact followers wisdom sacred artefacts parable origins authority deities Muhammad Ramayana personal hero Psalms ----- crisis religious codes worldviews inspired forgiveness valued harmlessness</p>	<p>Include vocab for the topic...</p> <p>impact followers wisdom sacred artefacts parable origins authority deities Muhammad Ramayana personal hero Psalms ----- crisis religious codes worldviews inspired forgiveness valued harmlessness</p>

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Identity and Belonging (Autumn B.13 hours)

KS1	Lower KS2	Upper KS2
<p>Talk about how groups express who they are and how they belong to communities and faith groups</p> <p>Describe what a leader does and why</p>	<p>Understand the challenges of individual commitment of faith</p> <p>Look at the role of religious leaders and how they guide their communities</p>	<p>Show and express insights into the challenges of individual commitment, belonging and faith</p> <p>Ask questions about guidance and leadership in my own life</p>
<p>Learning Objective (taken from report sheet)</p> <p>I can describe how faith groups express who they are.</p> <p>I can say how a religious group can welcome someone new.</p> <p>I can say what a leader does and why.</p>	<p>Learning Objective (taken from report sheet)</p> <p>I understand people face challenges when belonging to a faith community.</p> <p>I know how religious people are guided by their religious leaders.</p>	<p>Learning Objective (taken from report sheet)</p> <p>I understand some of the challenges of individual commitment, belonging and faith.</p> <p>I can raise questions about leadership in my own and others' lives.</p>
<p>Include vocab for the topic...</p> <p>welcoming babies holy thankful leaders Shabbat Jewish beliefs celebrate ceremonies five K's</p>	<p>Include vocab for the topic...</p> <p>community commitments role duties religious leadership followers priest Father Khalsa Sikhs Bandi Chor Divas Hindu Diwali Muslims 5 Pillars faith</p>	<p>Include vocab for the topic...</p> <p>personal heroes traditions impact celebrate faith representatives religious leaders Jesus key events Messiah Eightfold path Buddhists Christians Moses Jews Shabbat mezuzah</p>

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...	Include vocab for the topic...	Include vocab for the topic...
worship The Lord's Prayer rosary Christians Jesus religious artefacts holy Hindus offerings incense Sewa Langar Sikh	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	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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Symbols & Action/Ultimate Questions (Summer B. 13 hours)

KS1	Lower KS2	Upper KS2
<p>Give examples of symbols and actions explaining how and why they express religious meaning</p> <p>Appreciate some similarities between different communities</p> <p style="text-align: center;">-----</p> <p>Think about questions related to belonging, meaning and truth</p>	<p>Explain how different beliefs, symbolic expression and actions can communicate meaning to followers</p> <p>Describe some similarities between communities</p> <p style="text-align: center;">-----</p> <p>Respond to a range of challenging 'if' and 'why' questions about making sense of the world</p>	<p>Identify and describe similarities and differences of symbols and actions between and within communities</p> <p style="text-align: center;">-----</p>
<p style="text-align: center;">Learning Objective (taken from report sheet)</p> <p>I can recognise how and why symbols and actions can express religious meaning.</p> <p>I notice some similarities between communities.</p> <p style="text-align: center;">-----</p> <p>I can use creative media to express my ideas and opinions about belonging, meaning and truth.</p>	<p style="text-align: center;">Learning Objective (taken from report sheet)</p> <p>I can describe how a range of beliefs, practices and symbols can communicate meaning to followers.</p> <p>I can describe some similarities between communities.</p> <p style="text-align: center;">-----</p> <p>I can use creative media thoughtfully to express my own and others views about belonging, meaning and truth.</p>	<p style="text-align: center;">Learning Objective (taken from report sheet)</p> <p>I can compare how and why a range of symbols, expressions and actions communicate different meaning to individuals within communities.</p> <p>I can describe similarities and differences between and within communities.</p> <p style="text-align: center;">-----</p> <p>Present a range of views and answers to challenging questions about belonging, meaning and truth</p>
<p>Include vocab for the topic...</p> <p>light water a tree incense religious symbol design daily pattern places of worship meaning feelings darkness candle artefacts Christian church baptism atmosphere celebration cross</p> <p style="text-align: center;">-----</p> <p>created imagine stained-glass window victory religions worldview heaven</p>	<p>Include vocab for the topic...</p> <p>tithe global baptism Eucharist Christmas submission Muslims Sikhs Hindus deity architecture artefacts humility sewa foot washing serving icons</p> <p style="text-align: center;">-----</p> <p>attributes of God gods Creation story heaven solution conflict human race</p>	<p>Include vocab for the topic...</p> <p>mudras Buddha artefacts Passover Easter kippah Dharma Sangha The Three Jewels wheel Lotus flower murti Hinduism</p> <p style="text-align: center;">-----</p> <p>questions of origin divine life after death religious non-religious culture soul karma contradictory complimentary belief reside</p>

