Learning at River View

Progression document Religious Education

|  | | | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
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| **Focus Religion**  **Teach and Review** | | | **Celebrations/**  **Christianity** | **Christianity/**  **Islam** | **Islam/ Judaism**  **Christianity & Non Religious Beliefs** | **Judaism/ Hinduism & Non Religious Beliefs** | **Hinduism/ Buddhism & Non Religious Beliefs** | **Buddhism/ Sikhism/**  **Multidisciplinary RE** |
| Cycle 1 Questions | | | *1.6 How and why do we celebrate special and sacred times?*  *1.1 Who is Christian and what do they believe?* | *1.2 Who is a Muslim and what do they believe?*  *1.7 What does it mean to belong to a faith community?* | *L2.1 What do different people believe about God?*  *1.3 Who is Jewish and what do they believe?* | *L2.1 What do different people believe about God?*  *L2.6 Why do some people think that life is like a journey and what significant experiences mark this?* | *U2.4 If God is everywhere why go to a place to worship?*  *U2.3 What do religions say to us when life gets hard?* | *U2.1 Why do some people think God exists?*  *U2.5 Is it better to express yourself in arts and architecture or in charity and generosity?* |
| Expected  Outcomes | | | Identify some ways Christians celebrate Christmas and some ways a festival is celebrated in other religions- Islam, Hinduism, Judiasm.  Re‐tell stories connected with Christmas festivals in another religion and say why these are important to believers.  Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion.    Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers. | Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah.  Re-tell a story about the life of the Prophet Muhammad.  Recognise some objects used by Muslims and suggest why they are important.  Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel.  Find out about and respond with ideas to examples of cooperation between people who are different. | Describe some of the ways in which Jews describe God.  Ask questions and suggest some of their own responses to ideas about God.  Suggest why having a faith or belief in something can be hard (B2).  Identify how and say why it makes a difference in people’s lives to believe in God.  Describe some of the ways in which Christians Hindus and/or Muslims describe God.  Ask questions and suggest some of their own responses to ideas about God.  Suggest why having a faith or belief in something can be hard.  Identify how and say why it makes a difference in people’s lives to believe in God. | Describe some of the ways in which Hindus and Jewish followers describe God.    Ask questions and suggest some of their own responses to ideas about God.    Suggest why having a faith or belief in something can be hard.  Identify how and say why it makes a difference in people’s lives to believe in God.  Suggest why some people see life as a journey and identify some of the key milestones on this journey.  Describe what happens in Jewish, and Hindu ceremonies of commitment and say what these rituals mean.  Suggest reasons why marking the milestones of life are important to Hindus and Jewish people.  Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief. | Make connections between how believers feel about places of worship in different traditions.  Select and describe the most important functions of a place of worship for the community.  Give examples of how places of worship support believers in difficult times, explaining why this matters to believers.  Present ideas about the importance of people in a place of worship, rather than the place itself.  Express ideas about how and why religion can help believers when times are hard, giving examples.  Outline Christian, Hindu and/or nonreligious beliefs about life after death.  Explain some similarities and differences between beliefs about life after death.  Explain some reasons why Christians and Humanists have different ideas about an afterlife. | Outline clearly understanding of what God is like, using examples and evidence.  Give examples of ways in which believing in God is valuable in the lives of followers, and ways in which it can be challenging.  Express thoughtful ideas about the impact of believing or not believing in God on someone’s life.  Present different views on why people believe in God or not, including their own ideas.  Describe and make connections between examples of religious creativity (buildings and art).  Show understanding of the value of sacred buildings and art.  Suggest reasons why some believers see generosity and charity as more important than buildings and art.  Apply ideas about values and from scriptures to the title question. |
| Cycle 2 Questions | | | *1.5 What makes some places sacred?*    *1.1 Who is Christian and what do they believe?* | *1.4 What can we learn from sacred books?*  *1.7 What does it mean to belong to a faith community?* | *L2.4 Why do people pray?*  *L2.9 What can we learn from religions about deciding what is right and wrong?* | *L2.5 Why are festivals important to religious communities?*  *L2.8 What does it mean to be a Hindu in Britain today?* | *U2.3 What do religions say to us when life gets hard?*  *U2.6 What does it mean to be a Buddhist in Britain today?* | *What does it mean to be a Sikh in Britain today?*  *What can we learn from psychology and theology about the idea of God?* |
| Expected  Outcomes | | | Identify special objects and symbols found in a place where people worship  and be able to say something about what they mean and how they are used.  Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what  people believe.    Ask good questions during a school visit about what happens in a church,synagogue or mosque.  Recognise and name some symbols of belonging from their own experience, for Christians and at  least one other religion, suggesting what these might mean and why they matter to believers.  Give an account of what happens at a traditional  Christian infant baptism /dedication and suggest  what the actions and symbols mean.  Identify two ways people show they belong to  each other when they get married.  Respond to examples of co-operation between different people. | Recognise that sacred texts contain stories which are special to many people and should be treated with respect.  Re-tell stories from the Christian Bible and stories  from another faith; suggest the meaning of these  Stories.  Ask and suggest answers to questions arising from  stories Jesus told and from another religion.  Talk about issues of good and bad, right and wrong  arising from the stories.  Collect examples of what people do, give, sing,  remember or think about at the religious  celebrations studied, and say why they matter to  believers. | Describe the practice of prayer in the religions  Studied.  Make connections between what people believe  about prayer and what they do when they pray.  Describe ways in which prayer can comfort and  challenge believers.    Describe and comment on similarities and  differences between how Christians, Muslims  and Hindus pray.  Give examples of rules for living from religions  and suggest ways in which they might help  believers with difficult decisions.  Make connections between stories of  temptation and why people can find it difficult  to be good.  Give examples of ways in which some  inspirational people have been guided by their religion.  Discuss their own and others’ ideas about how people decide right and wrong. | Make connections between stories, symbols and beliefs with what happens in at least two festivals.  Ask questions and give ideas about what matters most to believers in festivals.  Identify similarities and differences in the way festivals are celebrated within and between religions.  Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives.  Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life.  Describe some ways in which Hindus express their faith through puja, aarti and bhajans.  Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes.  Discuss links between the actions of Hindus in  helping others and ways in which people of other  faiths and beliefs, including pupils themselves, help others. | Express ideas about how and why religion  can help believers when times are hard,  giving examples.  Outline Christian, Hindu and/or nonreligious beliefs about life after death.  Explain some similarities and differences  between beliefs about life after death.  Explain some reasons why Christians and  Humanists have different ideas about an afterlife.  Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad.  Describe and reflect on the significance of  the Holy Qur’an to Muslims.  Describe the forms of guidance a Muslim  uses and compare them to forms of  guidance experienced by the pupils.  Make connections between the key  functions of the mosque and the beliefs of Muslims. | Give a simple description of either nam japna, kirat karni or vand chhakna and at least one other value important to Sikhs.    Give examples of at least three things that are found in a gurdwara of belonging to a religious community.  Describe at least two challenges about why belonging to that community can also be valuable.  Identify and explain key values in Sikhism shown in daily living and at the gurdwara.  Independently make clear connections between challenges and the value of living as a member of a religious community and the concept of commitment.  Describe some different questions and methods used by psychologists and theologists to investigate what God is like.  Comment on the impact of these findings for people who do believe and for those who don’t believe, including pupils themselves.  Describe some of the characteristics of God, as described by research in psychology- ideas connected to God as limitless, authoritarian, mystical.  Explain how gospel stories about Jesus help Christians to think about what God is like. |