Haydn Primary School RE Curriculum Progression

	EYFS (Areas of	K	<u>Ş1</u>		K	S2
	Learning)	Year 1	Year 2	Year 3	Year 4	Ye
	Understanding the World	Unit 1.1 Celebrations and Festivals	Unit 2.1 Leaders	Unit 3.1 Beliefs and Questions	Unit 4.1 The Journey of Life and Death	Unit 5.1 Inspirational I
Key concepts (Substantive Knowledge) A. Know about and understand a range of religions and worldviews. A1 Describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities A2 Identify, investigate and respond to questions posed by, and responses offered by some of the sources of wisdom found in religions nd worldviews. A3 Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.	Understanding the World Talk about some religious stories Recognise some religious words Identify a sacred/holy text Recall the names of characters in a religious story (e.g the birth of Jesus, Rama and Sita)	 Unit 1.1 Celebrations and Festivals Recall and name religious festivals, objects and symbols (Christmas – gifts, Hanukkah – dreidel, hanukkiah, Diwali – Divas) Retell a story that lies behind a festival eg The Christmas Story, Rama and Sita Suggest a meaning for an object used in the worship of the festival eg Diva lamps at Diwali Unit 1.2 Myself and Caring for Others Recall and name the main character in a story they have heard Retell a story about caring simply Suggest a meaning for a symbol song or artefact Unit 1.3 Beliefs and Teachings Recall the names of key figures in the stories of Jesus, eg the Good Samaritan Retell a story themselves, joining in a group activity Suggest the hidden meanings in stories Jesus told - Unit 1.4 Symbols in Religious Worship and Practice Recall and name key objects from a church – eg. Font, pulpit, cross suggest the not pulpit, cross suggest the hidden group Jewish and Christian symbols. Eg the cross reminds Christian symbols. Eg th	 Unit 2.1 Leaders Recall and name key figures in the stories they studied, saying what they did e.g. Abraham, Moses, Rosa Parkes, Martin Luther King Recognise what is meant by describing Moses as a great leader, or Peter as a Saint, giving examples of their leadership. Unit 2.2 Believing Recall and name some key words about Jewish beliefs (God the Creator, Almighty, Eternal) Retell the story of Genesis 1 Suggest a meaning for the story, including how Jewish Shabbat links to the Creation Story Recognise that different people see different meanings in the story, Unit 2.3 Belonging Retell the story of Jesus being baptised in the river Jordan Suggest some reasons why it matters to people to belong to groups and communities Unit 2.4 Story Retell a story from the Jewish Bible skilfully – e.g the story of Abraham Suggest a meaning for the story 	 Unit 3.1 Beliefs and Questions Describe what Christians do at Christmas and Eucharist Connect the celebrations to Bible texts and to beliefs about God Unit 3.2 Religion, Family and Community Describe how a Muslim prays Describe how a Christian prays Connect ideas and beliefs to what people in these two religions do. Unit 3.3 Worship and Sacred Places Describe 4 key features of each of three religious buildings, a mosque, mandir and church Connect the key features of the buildings with beliefs about God in each religion Unit 3.4 Inspirational People from the Past Describe at least one story about each of these key figures: Moses, Jesus and Muhammad, Guru Nanak Connect the ideas of inspirational leaders to the stories they learn. 	 Unit 4.1 The Journey of Life and Death Describe 3 different beliefs about life after death Jewish Christian and Hindu beliefs Show that they understand why life is like a journey Connect at least two viewpoints they have studied with texts from different religions Unit 4.2 Symbols of Religious Expression Spiritual Expression Describe some religious beliefs that underlie the practice of pilgrimages in at least two religions Christianity and Islam. Show that they understand why a spiritual journey can change people's lives, giving examples. Unit 4.3 Spiritual Expression Describe beliefs and practice about worship with music in Christianity Show that they understand how Christians use music to express beliefs about God and devotion to God Unit 4.4 Religion, Family, Community, Worship Celebration, Ways of Living Describe Hindu beliefs about gods and goddesses Show that they understand what happens at Hindu worship in the home or the mandir 	 Unit 5.1 Inspirational I Show that they inspirational lear religions' ideals. giving money an the Quran Connect two exc worldviews: wha e.g. Dr Hany eli Thunberg Unit 5.2 Religion and matters to Christians Explain three or beliefs (Incarnati Show that they to Christians by different things ti (Jesus as God, J resurrection, The Unit 5.3 Beliefs and Q Explain the mair Hindus about G Show that they worship of Allah Muslims and Hir Unit 5.4 Beliefs and A Explain beliefs al space and holy I Muslims, Christi Show that they unders between building a bea serving the needs of per-
Disciplinary Knowledge (Skills) Think as a Theologian B. Express ideas and insights about the nature, significance and impact of religions and worldviews. B1 Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities.	 Identify some of their own feelings in the stories they hear Explain what makes them special and why other people are special 	 Unit 1.1 Celebrations and Festivals Ask questions about the meaning of a festival and listen to answers Respond to some of the experiences and emotions of festivals (e.g. joy, memory, community) Unit 1.2 Myself and Caring for Others Ask questions about how we show we care for others Respond to ideas and values such as care, kindness and generosity with simple ideas of their own. Unit 1.3 Beliefs and Teachings Ask questions about Jesus' 'special powers' Respond to the Christian belief that Jesus was God come to earth with a question of their own. Unit 1.4 Symbols in Religious Worship and Practice Ask questions about what happens and why in holy buildings 	 Unit 2.1 Leaders Ask questions about leadership and suggest answers Respond to the idea that Moses and Saint Peter were guided by God or given wisdom by God Unit 2.2 Believing Ask questions about God for themselves Unit 2.3 Belonging Ask questions about Christenings and Believer's baptism for themselves Recount how a baby or young adult is welcomed into the Christian community Unit 2.4 Story Ask questions about the stories they study and suggest answers Respond to big ideas and beliefs in the stories: Does God forgive? Does God rescue? Does God create? 	 Unit 3.1 Beliefs and Questions Ask and answer questions about how and why Christians celebrate God's creation, Jesus born in Bethlehem, Easter and Harvest Express their own ideas about deeper meanings of these festivals Unit 3.2 Religion, Family and Community Ask and answer questions about prayer in Islam and Christianity Respond thoughtfully to beliefs and ideas about prayer Unit 3.3 Worship and Sacred Places Ask and answer questions about at least three different ways the religious buildings are used by the different communities Respond thoughtfully to the task of designing a new religious building for Sherwood. Unit 3.4 Inspirational People from the Past 	 Unit 4.1 The Journey of Life and Death Consider varied answers to questions about life as a journey and about afterlife Express reasons why they hold their own views about life after death Unit 4.2 Symbols of Religious Expression Spiritual Expression Consider varied answers to questions about the purpose of going on a pilgrimage Express reasons why they would choose their own kind of pilgrimage if they could Unit 4.3 Spiritual Expression Consider varied answers to questions about the purpose of going on a pilgrimage Express reasons why they would choose their own kind of pilgrimage if they could Unit 4.3 Spiritual Expression Consider varied answers to questions about why music matters in human and in religious life Express reasons why particular pieces of music are spiritual for them Unit 4.4 Religion, Family, Community, Worship Celebration, Ways of Living Respond with thoughtful ideas of their own to the ways Hindus celebrate 	Unit 5.1 Inspirational Consider varied about what mak Explain thoughti about the inspiri Unit 5.2 Religion and matters to Christians Consider varied about God Explain with rea of the 4 element as the most imp Unit 5.3 Beliefs and Q Consider varied about whether O is like Clearly express of their own views with God Unit 5.4 Beliefs and A Explain thoughti about the relative



Year 5

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examples from different what have they in common? y el Bana and Greta

ind The Individual. What ins

e or more key Christian rnation, salvation, trinity) hey understand what matters s by giving examples of ngs that matter to them od, Jesus' death and The Trinity)

d Questions

main beliefs of Muslims and It God

hey understand why the Allah/Brahman matters to I Hindus

d Action in The World

rfs about the value of sacred oly buildings to believers ristians, Hindus, Jews

derstand the possible tension a beautiful 'house of God' and of people in poverty.

Year 6

Unit 6.1 Wisdom and Authority

- Explain the impact of beliefs about sacred writings, God and values
- Explain two viewpoints about why people need wise words to follow

- Explain the impact of beliefs about communities on people from different religions
- Connect at least two different viewpoints about whether our communities can be more harmonious to teaching from religious sacred texts

Unit 6.3 Beliefs and Actions in the World

- Explain the impact of beliefs on how people respond to charity
- Connect two viewpoints about justice and charity: should religious people do more to help the poor, or is it everyone's task?

Unit 6.4 Beliefs and Action in the World

- Explain the impact of beliefs on people's lives, specifically Judaism
- Show that they understood a story of a survivor of Nazi hatred

Write a factsheet about the ways Jewish people responded to the prejudice and the hatred of the Nazis

nal People in Today's World

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ried answers to questions

reasons why they select one nents of Christianity studied important

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ried answers to questions ter God is real and what God

ess reasons why they hold ews about questions to do

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ightfully their own ideas Iative value of worship and

Unit 6.1 Wisdom and Authority

- Consider varied answers to questions about the value of holy writings and other sources of wisdom
- Explain with reasons why believers revere their holy texts
- Explain thoughtfully their own ideas about wise words, selecting examples and clearly expressing reasons for their choices

- Consider varied answers to questions about building peaceful families and communities
- Explain thoughtfully their own ideas about communities – why they matter, and how they can become stronger.

Unit 6.3 Beliefs and Actions in the World

 Consider varied answers to questions about justice, fairness, human rights and environment

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B2 Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value. B3 Appreciate and appraise varied dimensions of religion		Talk about a visit to a holy building		 Ask and answer questions about leadership and inspiration, using details from the stories learned. Express their own views about who is inspiring and why. 	 Express some 'deeper meanings' of the festivals they study giving reasons why particular rituals are important to Hindus 	holy buildings compassion Clearly express reaso people believe that w charitable
• To liv • To co	Falk about who cares for them Falk about how we can care for all iving things. Falk something about the community and family they live in and why it is special to them.	 Unit 1.1 Celebrations and Festivals Express an idea of their own about why festivals and celebrations matter Give an example of a big day in their own lives and talk about what made it special Unit 1.2 Myself and Caring for Others Express an idea of their own about a religious story of caring Give an example of how a person can show their values Unit 1.3 Beliefs and Teachings Give an example of a belief about Jesus Find out more about Jesus, inferring a simple idea from a story Unit 1.4 Symbols in Religious Worship and Practice Express an idea of their own about why some people go to holy buildings Give an example of a sacred space that is out of doors and talk about their own ideas of sacred spaces. 	 Unit 2.1 Leaders Express an idea of their own leadership linking it to the stories they learned Give an example of what makes a great leader Unit 2.2 Believing Express an idea of their own about God Find out more about Jewish beliefs and ways of talking about God Unit 2.3 Belonging Express an idea of their own about belonging to God – is this important? For Christians? Give an example of their own community life and say why it matters: What groups do you belong to? What do you like about belonging? Unit 2.4 Story Express an idea of their own about some of the big questions the work throws up Give at least two examples of Bible characters who 'got it wrong' and say what happened in the story. 	 Unit 3.1 Beliefs and Questions Consider ideas such as generosity, community, and love-in-action List similarities between the four different Christian festivals Explain their own ideas about the Creation stories of Genesis 1 and 2 Unit 3.2 Religion, Family and Community Discuss questions about prayer that comes up in the study List similarities between the two ways of prayer in Christianity and Islam Unit 3.3 Worship and Sacred Places Consider ideas such as 'a friendly building', 'a house of God, 'a spiritual space' and say what they think makes these buildings special Discuss questions such as: why do we need religious buildings? What emotions do we feel in holy spaces? Is the whole earth really a holy space? Can people get close to God in holy buildings? Unit 3.4 Inspirational People from the Past Consider ideas such as 'patriarch', 'prophet' and 'messiah' From the different religions: What do these words mean? Are they similar? List similarities between the key leaders studied. 	 Unit 4.1 The Journey of Life and Death Explain similarities and differences between Hindu, Christian and Humanist ideas about the purposes of life and life after death Unit 4.2 Symbols of Religious Expression Spiritual Expression Apply the idea of spiritual journeys for themselves Explain similarities and differences between varied approaches to pilgrimage from different religions and worldviews. Unit 4.3 Spiritual Expression Apply the idea of spirituality for themselves Explain the similarities and differences between examples of the music Christians use form the past and in contemporary worship Unit 4.4 Religion, Family, Community, Worship Celebration, Ways of Living Explain the similarities and differences between Hindu festivals Explain the similarities and differences between a 'big day' they celebrate and Hindu festivities 	 Unit 5.1 Inspirationa Apply the idea themselves to s Explain what m inspirational le models? Do th beliefs? Unit 5.2 Religion and matters to Christians Explain what m God to Christia Explain similar between differe part of Christia Unit 5.3 Beliefs and a Explain what m God to Muslim Explain what m gods and godd Unit 5.4 Beliefs and a Apply the idea the key questid Explain what matters generosity or charity

	EYFS	KS1		KS2		
		Year 1	Year 2	Year 3	Year 4	Y
What RE looks		Whole school Easter Day	Whole school East			
like at Haydn	Whole school Easter Day	Whole school Eid celebration day	Whole school Eid o			



gs and charity and isons why some religious	 Explain thoughtfully their own ideas about the work of some global development charities 				
worship makes them more	Unit 6.4 Beliefs and Action in the World				
	 Consider varied answers to questions about suffering and God Explain, with reasons, why it is important to remember examples of hatred and prejudice, and why 'never again' is an important idea. 				
	Unit 6.1 Wisdom and Authority				
nal People in Today's World	ond of the addition and the second				
ea of inspiration for o stories of leaders t matters about the lives of	 Apply the idea of 'words of wisdom' for themselves, selecting examples and explaining them 				
t matters about the lives of leaders: Do we all need role the leaders exemplify their	 Explain similarities between holy books or writings from two different religions 				
	Unit 6.2 Religion, worldviews, family, and				
ind The Individual. What	community				
ins	 Apply the ideas of tolerance and respect to some tensions or problems in 				
t matters about worshipping stians	community relations				
arities and differences erent celebrations that are stian worship	 Explain what matters about peace, respect and harmony to themselves and in our community 				
d Questions	Unit 6.3 Beliefs and Actions in the World				
t matters about worshipping lims	Apply the idea of justice to at least two case studies				
t matters about worshipping ddesses to Hindus	 Explain similarities and differences between two global aid charities 				
d Action in The World	Unit 6.4 Beliefs and Action in the World				
eas of worship and service to stion	 Apply the ideas of respect, harmony and goodness to the lives of those who rejected Nazi ideas. 				
ers in different religions about ty	 Explain what matters about remembrance of those who died and those who survived and the idea of 'upstanders'. 				

Year 5	Year 6
aster Day	Whole school Easter Day
id celebration day	Whole school Eid celebration day

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	Whole school Eid celebration day Whole school Diwali day	Whole school Diwali day	Whole school Diwali day	Whole school Diwali day	Whole school Diwali day	Whole school Diwa
Key Vocabulary split into concepts and religious specific vocabulary	Religion, Special books, Special places, Special stories, Prayer, Non-religious Christmas, Jesus, Bible, Divali, Rama and Sita. Easter	Religion, celebration, festival, symbol, thankful, faith, belief, worship, holiness, sacred Christian, Jewish, Christmas, Easter, Hanukkah, synagogue, church, Jesus, Humanist, ark, Torah, bimah, altar, font, God, Bible,	Religion, wise sayings. rules for living, cooperation, symbol, worship, holiness, sacred, belonging, courage, persistence, forgiving Christian, Jewish, Torah, Bible, Judaism, synagogue, ark, Torah, bimah, shabbat, Creation story, Golden Rule, Humanist, Creator.	Religion, spiritual, commitment, values, ritual, commitment, values, worship, prayer, sacred, inspiration, role-model. Christian, Christmas, Easter, Pentecost, Harvest, Festival, Muslim, Islam, mosque, Prophet, liturgy, mosque, church, Hindu, mandir, Trinity, Allah, gods and goddesses, Jewish, Exodus, Law-giver, Messiah, Qur'an, New Testament, Gospel.	Religion, beliefs, life after death, destiny, worship, ritual, spiritual, commitment, values, symbol, community, devotion, belief, self- expression. Muslim, Hindu, Christian, Humanist, soul, heaven, paradise, pilgrim, pilgrimage, murtis, gods and goddesses, karma, dharma, spiritual festivals, the Aum symbol,	Religion, holiness, spir symbol, community, c of worship, devotion, Muslim, Hindu, Christ festival, incarnation, r Easter, Pentecost, Euc Spirit, The five Pillars Iman (faith), akhlaq (c conduct), murtis, Brał ahisma, atheist, agnos karma, dharma, Umm
Experiences – what helps them remember?	Divali day Christmas celebration and nativity Easter day celebration Chinese New Year celebration	Visit a local church. Role play Jesus riding into Jerusalem. Take part in the Whole School Easter Day,	Visit to a synagogue Visit from a Christian Nativity/Christmas story performance	Visit to a local mosque Practice Salah, facing the Qibla, and experience how Muslims pray. Eid celebration day	Time Travelling day at Southwell Minster	Visit to the Salaan Arches or The Frian action. Visit from a Christ
Texts Used – What beautiful and varied texts have you used to give reading a purpose? (SIP)	Story of Rama and Sita Bible: The Nativity Bible: Easter	The Story of Easter – Alex Tewkesbury Heaven – Nicholas Allen Story of Rama and Sita	Bible: The story of Jesus baptism by John Torah – The story of creation, Moses and the 10 commandments The story of Jonah and the Whale The story of Joseph Story of Na	The Story of Creation The Story of Ruth The Story of Noah	The Quran and Hadith books for kids The Bible	The Bible The Quran and Ho Ms Marvel – No N



wali day	Whole school Diwali day
spiritual, inspiration, vision, y, commitment, values, place on, compassion ristian, mahatma, spiritual n, resurrection, Christmas, Eucharist, Gospel, trinity, Holy ars of Islam, Prophet, Allah, q (character or moral rahman, gods and goddesses, ynostic, Golden Rule, charity, mmah,	Religion, inter-faith, harmony, tolerance, respect, moral values, charity, justice, faith, persecution, prejudice, remembrance, bystander, upstander Moral codes, Ten Commandments, Letters of Saint Paul, Trinity, Incarnation, Holy Spirit, Buddhist, Precepts, sources of wisdom, Torah, Bible, Qur'ran, Hadith, Humanist, rationalist, religious plurality, atheist, agnostic, charity, ahisma, ummah, agape, Beth Shalom.
aam Shalom Kitchen, The riary to see Belief in ristian and a Hindu	Visit to The Holocaust Centre in Newark
Hadith book for kids o No Normal	Diary of Anne Frank Quran