

Birley Spa Primary Academy – RE Curriculum Progression

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skills Progression	End of Key Stage Outcomes	End of Key Stage Outcomes: <ul style="list-style-type: none"> Identify some core beliefs and concepts studied and give a simple description of what they mean. give examples of how stories show what people believe (e.g. the meaning behind a festival) give clear, simple accounts of what stories and other texts mean to believers give examples of how people use stories, texts and teachings to guide their beliefs and actions give examples of ways in which believers put their beliefs into practice think, talk and ask questions about whether the ideas they have been studying have something to say to them give a good reason for the views they have and the connections they make 		End of Key Stage Outcomes: LKS2: <ul style="list-style-type: none"> identify and describe the core beliefs and concepts studied make clear links between texts/sources of wisdom and authority and the core concepts studied offer informed suggestions about what texts/sources of wisdom and authority can mean, and give examples of what these sources mean to believers make simple links between stories, teachings and concepts studied and how people live, individually and in communities describe how people show their beliefs in how they worship and in the ways they live identify some differences in how people put their beliefs into practice raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly give good reasons for the views they have and the connections they make 		End of Key Stage Outcomes: UKS2: <ul style="list-style-type: none"> identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions describe examples of ways in which people use texts/sources of wisdom and authority to make sense of core beliefs and concepts give meanings for texts/sources of wisdom and authority studied, comparing these ideas with some ways in which believers interpret texts/sources of authority make clear connections between what people believe and how they live, individually and in communities using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists) reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make 	
	End of Year Group 'I can' Statements	Y1 Non-negotiables <ul style="list-style-type: none"> I can use some religious words and phrases to recognise and name features of religious life and practice. I can recall some religious stories. I can recognise some religious symbols. I can talk about my own experiences in relation to religion and belief. I can talk about what I find interesting or puzzling in relation to religion and belief. I can say what is important to me and to others. 	Y2 Non-negotiables <ul style="list-style-type: none"> I can use religious words and phrases to identify some features of religion and its importance for some people I can retell religious stories. I can suggest meanings for religious actions and symbols. I can identify how religion is expressed in different ways. I can describe my own experiences and feelings in relation to religion and belief. I can ask and respond to questions about religion and belief. I can recognise my own values regarding what is right and wrong, and those of other people 	Y3 Non-negotiables <ul style="list-style-type: none"> I can use a developing religious vocabulary to identify key features of religion. I can make links between beliefs and sources including religious stories and sacred texts. I can begin to identify the impact religion has on believers' lives. I can begin to show awareness of similarities between religions. I can describe what influences me. I can ask questions about religion and belief, and recognise that some questions cause people to wonder and are difficult to answer. 	Y4 Non-negotiables <ul style="list-style-type: none"> I can use a developing religious vocabulary to describe some key features of religions, recognising similarities and differences. I can identify the impact religion has on believers' lives. I can describe some forms of religious expression. I can identify what influences me, making links between aspects of my own and others' experiences. I can ask important questions about religion and belief, making links between my own and others' responses. I can make links between values and commitments, and my own attitudes and behaviour. 	Y5 Non-negotiables <ul style="list-style-type: none"> I can use a developing religious vocabulary to describe and show some understanding of key features and practices of religions. I can begin to recognise that there are similarities and differences both between and within religion. I can describe the impact of religion on people's lives. I can raise and suggest answers to questions and issues raised by religion and belief. I can describe what inspires and influences myself and other people. 	Y6 Non-negotiables <ul style="list-style-type: none"> I can use developing religious vocabulary to describe and show understanding of sources, practices, beliefs, ideas, feelings and experiences. I can make links between them, and describe some similarities and differences both within and between religions. I can describe why people belong to religions. I can suggest meanings for a range of forms of religious expression. I can raise and suggest answers to questions and issues raised by religion and belief, applying these ideas to my own and other people's lives. I can explain what inspires and influences myself and other people.
	Believing	<ul style="list-style-type: none"> Recall, remember, name and talk about simple beliefs, stories and festivals. 	<ul style="list-style-type: none"> Identify beliefs, describe them simply, give examples and suggest meanings 	<ul style="list-style-type: none"> Describe beliefs and concepts, connecting them to texts, suggesting examples and meanings. 	<ul style="list-style-type: none"> Explain and give meanings for core texts and beliefs, comparing different ideas 	<ul style="list-style-type: none"> Explain important beliefs reasonably, describing different interpretations. 	

Birley Spa Primary Academy – RE Curriculum Progression

Living	<ul style="list-style-type: none"> Observe, notice and recognise simple aspects of religion in their own communities. 	<ul style="list-style-type: none"> Give examples of what difference it makes to belong to and believe in a religion. 	<ul style="list-style-type: none"> Connect stories, teachings, concepts and texts with how religious people live, celebrate and worship. 	<ul style="list-style-type: none"> Use evidence and examples to show how and why beliefs make a difference to life. 	<ul style="list-style-type: none"> Use evidence and reasoning to show how and why beliefs and moral values are put into action today.
Thinking	<ul style="list-style-type: none"> Begin to find out about and link religions and beliefs 	<ul style="list-style-type: none"> Think, talk and ask questions about religion and belief for themselves 	<ul style="list-style-type: none"> Suggest and link questions and answers, including their own ideas about the differences religion makes to life. 	<ul style="list-style-type: none"> Connect their own reflections and views to the religions and beliefs they study, developing insights. 	<ul style="list-style-type: none"> Respond reasonably to the challenges raised by religions and beliefs with coherent views and connections of their own.

Birley Spa Primary Academy – RE Curriculum Progression

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
EYFS	<p><u>RE links: (People, culture and communities)</u> Comment on recent pictures of celebrations in their own life. Comment on images of familiar experiences (holidays, visiting the park, going to the dentist) Develop positive attitudes about differences between people Articulate what others celebrate and begin to explain- Birthdays, Halloween</p>	<p><u>RE links: (People, culture and communities)</u> Comment on pictures of a wide range of celebrations (Diwali, Eid, Christmas) Name different religious venues - Church, Mosque and Temple Know why religious venues are special and who goes there Articulate what others celebrate and begin to explain similarities - Christmas, Bonfire Night, Diwali</p>	<p><u>RE links: (People, culture and communities)</u> Articulate what others celebrate and begin to explain- Chinese New Year</p>	<p><u>RE links: (People, culture and communities)</u> Retell parts of the Easter story Know why Christians celebrate Easter</p>	<p><u>RE links: (People, culture and communities)</u> Articulate what others celebrate and begin to explain- Eid</p>	
Y1	<p><u>LAS Compulsory</u> God - Christianity Believing <i>[What do Christians learn and understand about God through Old Testament Bible stories? E.g. Moses, Abraham, Jonah, etc. What do stories in the New Testament tell Christians about Jesus?]</i></p>	<p><u>LAS Compulsory Community - Christianity Living</u> <i>[What do Christians do to express their beliefs? Which celebrations are important to Christians? What are the key practices associated with these celebrations and what do they tell us about beliefs about God, humans and the world?]</i></p>	<p><u>LAS Compulsory</u> God - Islam Believing <i>[How is Allah described in the Qur'an? What do Muslims learn about Allah and their faith through the Qur'an?]</i></p>	<p><u>LAS Compulsory</u> Community - Islam Living <i>[What do Muslims do to express their beliefs? Which celebrations are important to Muslims?]</i></p>	<p><u>LAS Additional</u> Places of worship Believing, Living, Thinking <i>[Choose three key objects, features or symbols and look at: - what they tell us about beliefs about God/humans/the world around them - how they are used in practice - i.e. what impact they have on the community Must include at least one religion/worldview other than Christianity and Islam]</i></p>	
Y2	<p><u>LAS Compulsory Being Human - Islam Believing</u> <i>[What does the Qur'an say about how Muslims should treat others and live their lives? How can Muslim faith and beliefs be seen in the actions of inspirational Muslims?]</i></p>	<p><u>LAS Compulsory</u> Life Journey - Islam Living <i>[What do Muslims do to celebrate birth? What does it mean and why does it matter to belong?]</i></p>	<p><u>LAS Compulsory Being Human - Christianity Believing</u> <i>[What does the Bible say about how Christians should treat others and live their lives? How can Christian faith and beliefs be seen in the actions of inspirational Christians?]</i></p>	<p><u>LAS Compulsory</u> Life Journey - Christianity Living <i>[What do Christians do to celebrate birth? What does it mean and why does it matter to belong?]</i></p>	<p><u>LAS Additional</u> Thankfulness Believing, Living, Thinking <i>[Must include at least one religion/worldview other than Christianity and Islam. E.g. harvest in Christianity, Sukkot in Judaism, Holi in Hinduism]</i></p>	

Y3	<p><u>LAS Compulsory</u> God - Hinduism Believing <i>[How are deities and key figures described in Hindu sacred texts and stories? What might Hindus understand about the Divine through these stories? What is the purpose of visual symbols in the mandir?]</i></p>	<p><u>LAS Compulsory</u> God - Islam Believing <i>[What do the main concepts in Islam reveal about the nature of Allah? What is the purpose of visual symbols in a mosque?]</i></p>	<p><u>LAS Compulsory</u> God - Islam Believing <i>[What do the main concepts in Islam reveal about the nature of Allah? What is the purpose of visual symbols in a mosque?]</i></p>	<p><u>LAS Additional</u> Big Questions (including Christianity): What does it mean to live a good life? Believing, Living, Thinking <i>[Opportunity to look at guidelines and laws in various religions and non-religious worldviews. Chance to explore whether 'good' means the same thing to everybody]</i></p>
Y4	<p><u>LAS Compulsory Community - Hinduism Living</u> <i>[How is Hindu belief expressed personally and collectively? How does Hindu worship and celebration build a sense of community? Worship and celebration. Ways in which worship and celebration engage with/affect the natural world. Beliefs about creation and natural world]</i></p>	<p><u>LAS Compulsory Community - Islam Living</u> <i>[How is Muslim worship expressed collectively? How does Muslim worship and celebration build a sense of community? Worship and celebration. Ways in which worship and celebration engage with/affect the natural world. Beliefs about creation and natural world]</i></p>	<p><u>LAS Compulsory Community - Christianity Living</u> <i>[How is Christian belief expressed collectively? How does Christian worship and celebration build a sense of community? Worship and celebration. Ways in which worship and celebration engage with/affect the natural world. Beliefs about creation and natural world]</i></p>	<p><u>LAS Additional</u> Pilgrimage (including Christianity) Believing, Living, Thinking <i>[What is a pilgrimage? What does pilgrimage involve? E.g. Christian pilgrimage to Walsingham, Lourdes, Iona, Jerusalem, Muslim pilgrimage to Makkah, Jewish pilgrimage to Jerusalem, Hindu pilgrimage to the Ganges, etc. Environmental impact of pilgrimage]</i></p>
Y5	<p><u>LAS Compulsory Being Human - Hinduism Believing</u> <i>[How do Hindus reflect their faith in the way they live? What is karma and how does it drive the cycle of samsara? How might a Hindu seek to achieve moksha? The ways in which beliefs impact on action: expectations of behaviour, ways in which people act, examples of contemporary individuals]</i></p>	<p><u>LAS Compulsory Being Human - Islam Believing</u> <i>[What does the Qur'an teach Muslims about how they should treat others? How do Muslim teachings guide the way Muslims act in the world? How are Muslim beliefs expressed in practice? The ways in which beliefs impact on action: expectations of behaviour, ways in which people act, examples of contemporary individuals]</i></p>	<p><u>LAS Compulsory Being Human - Christianity Believing</u> <i>[In what ways does the Bible teach Christians to treat others? How is this expressed in practice? The ways in which beliefs impact on action: expectations of behaviour, ways in which people act, examples of contemporary individuals]</i></p>	<p><u>LAS Additional</u> Expressing Beliefs through the Arts (including Christianity) Believing, Living, Thinking <i>[How do religious and non-religious people understand the value of creativity? How do religious and non-religious people understand the connection between beliefs about human beings and human creativity? How do religious and non-religious people express their beliefs creatively? Why might some religious people not use pictorial representation to express belief, e.g. Muslims? Spirited Arts competition run by NATRE]</i></p>
Y6	<p><u>LAS Additional</u> Unit Designed by the School (including Christianity): Do you have to believe in God to be good? Believing, Living, Thinking <i>[Opportunity to study Humanism/atheism and explore e.g. issues of social justice; opportunity to explore how valid various religious truth claims are, e.g. that you have to be good because God exists]</i></p>	<p><u>LAS Compulsory</u> Life Journey - Hinduism/Islam Living <i>[Hinduism: How do Hindus show they belong? Islam: How do Muslims show they belong? Rites of passage; include other religions, e.g. Bar/Bat Mitzvah in Judaism; have looked at how we know whether religious claims are true or not - this unit considers whether</i></p>	<p><u>LAS Compulsory</u> Life Journey - Christianity Living <i>[How do Christians show they belong? Rites of passage; include other religions, e.g. Amrit in Sikhism; have looked at how we know whether religious claims are true or not - this unit considers whether their truth or otherwise actually matters - what impact does religion have on</i></p>	

Birley Spa Primary Academy – RE Curriculum Progression

	<i>and he wants you to be good]</i>	<i>their truth or otherwise actually matters - what impact does religion have on people's lives, regardless of whether they can prove their beliefs to be true or not]</i>	<i>people's lives, regardless of whether they can prove their beliefs to be true or not]</i>
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