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RE Curriculum Progression – Apley Wood Primary Academy

Key stage, Year group and Units of work	EYFS	KS1		KS2			
	Reception	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
	Understanding the world	**Creation & Thanksgiving** **Special stories** **I wonder…** **Christian churches**	Respect for everyone: what does that mean? Symbols of belonging: what can we learn? Holy words: Why do religious people love their scriptures? Beginning to learn from Islam.	**Living in harmony** **Leaders and followers in family life** **How and why do some religions see life as a journey?**	**What can we learn from sacred places?** **Does a beautiful world mean there is a wonderful God?** **Why do some people think Jesus is inspirational?** **Keeping the 5 Pillars of Islam**	**Temptation** **Prayer** **Values** **Christian Aid and Islamic Relief: Can they change the world?**	**Religion and the individual** **Words of wisdom** **Expressing spiritual ideas and beliefs through the arts** **What will make our community more respectful?**
Beliefs, teachings and sources	**I can describe my family and talk about family members who live in other countries across the world** **I can find different local places of worship using photos/maps.** **I can recognise that people have different beliefs and celebrate special times in different ways- Diwali, Christmas** Character Education – respecting differences	**I know some features of a Christian or Muslim story.** **I can discuss parts of a Christian or Muslim story.** E.g. Talk about a story that we have read. Character Education – respecting differences	**I know some Christian and Muslim stories and what they mean.** **I can retell a religious story.** **I can describe and suggest beliefs from within the story.** E.g. Retell the story of the birth of Jesus and say that Christians believe that God became human to share our experience.	**I know the key message/moral from a religious story.** **I can describe what a believer might learn from a religious story and how their lives could be impacted.** E.g. Make a connection between the story of Rama and Sita and the victory of good over evil, light over darkness.	**I know key beliefs from different religious groups and how such beliefs affect their lives.** **I can make links between the beliefs (teachings and sources) of different religious groups and show how they are connected to believers' lives.** E.g. Make links between the stories and some beliefs about creation and origins which they hold themselves. Make links between my special place and a sacred religious place.	**I know key beliefs about life and morality from the Bible in Christianity and the Quran for Islam.** **I can suggest reasons for the similar and different beliefs which people hold.** **I can explain how religious sources are used to provide answers to important questions about life and morality.** E.g. Make links between Qu'ranic and Biblical sources and Muslim and Christian charities including their connection to the teachings of Jesus with the work of Christian charities.	**I know a range of key teachings from different religions and issues that arise from religious stories and teachings in different communities.** **I can describe links between stories and teachings.** **I can respond thoughtfully to the issues that arise from them in different communities.** E.g. Explain key teachings about religions and making choices about right and wrong.

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Practices and ways of life	**I understand that some places are special to members of the community.** **I can use the right names for different places of worship.** **I can recognise that people have different beliefs and celebrate special times in different ways.** Character Education – respecting differences	**I know the names for things that are special to Christians.** E.g. Use the word 'Church' when shown a picture. English/data handling- Labels	**I know that Christians worship in a church and Muslims attend the Mosque.** **I can discuss some of the things that are the same for different religious people.** E.g. People feel part of a community in their place of worship.	**I know a range of practices that Christians, Muslims and Sikhs live by.** **I can describe some of the things that are the same and different for religious people.** E.g. Recognise that Holy Communion forgives sins for Christians.	**I know the vocabulary used to describe religious practices.** **I can describe and compare the practices and experiences within different religions.** E.g. Compare the ways in which different religions forgive sins.	**I know some of the key principles within some religions.** **I can describe why people belong to religions.** **I can explain how similarities and differences within and between religions can make a difference to individuals and communities.** E.g. Make comparisons between different kinds of prayer showing an understanding of why prayer is important to all religions.	**I know some of the key features within some religions.** **I can make connections between different features of religions and world views discovering more about celebrations, worships, pilgrimages and the rituals that mark the important points in life.** E.g. Recognise similarities and differences between religions applying ideas such as forgiveness, compassion and kindness. Geography – maps and cultures around the world
Forms of expression	**I can recognise different places of worship.** **I can recognise that people have different beliefs and celebrate special times in different ways.**	**I recognise some religious art eg stain glass windows, and symbols for Christianity and Islam.** **I can talk about art eg stain glass windows, and religious symbols in Christianity and Islam.** E.g. Recognise that it is a cross is a Christian symbol.	I know the importance of some symbols in Christianity eg,cross, dove, candle. **I can explain simply the meaning of some religious symbols and art eg.tile patterns and pray mats in a mosque.** E.g. Say that water is used at baptism to remind Christians of being washed and clean from sins and we see similarities with the use of water in Wazu in Islam.	**I know some ways that religions express their beliefs.** **I can use religious words to describe some of the different ways in which people show their beliefs.** E.g. Recognise different ways of showing care through music and that songs can express caring attitudes. Music – expressing care	**I know some key features of religions and their meanings** **I can express religious beliefs (ideas, feelings) in a range of styles and words used by believers and suggest what they mean.** E.g. Design a guidebook explaining the key features inside two churches, indicating their meaning for worshippers. English – designing and writing a guidebook	**I know some religious rituals and their significance in Christianity and Islam.** **I can use a wide religious vocabulary to suggest reasons for the similarities and differences in forms of religious, spiritual, and moral expression found within and between religions.** E.g. Express their own views about the idea that 'prayer is the most important religious ritual' as well as applying the idea that silence is good for you and how it can be	**I understand different ways of life for Christians, Muslims and Sikhs and how they express their beliefs.** **I can explore and describe a range of beliefs, symbols and actions to understand different ways of life and ways of expressing meaning.** E.g. Respond personally to religious art they have seen and heard through a range of media and discuss the significance of it to their communities.

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						beneficial to their own lives.	Art – religious illustrations
Identity and belonging	**I can talk about members of my immediate family and my relationship to them.** **I can name and describe people who are familiar to me.** E.g. Police officers, teachers, Imam, etc Character Education – community **I can discuss different places of worship and importance to me and others.** **I can recognise that people have different beliefs and celebrate special times in different ways. I**	**I know some experiences from my life.** **I can talk about my experiences.** E.g. Talk about how I felt when my baby brother was born. Character Education - feelings	**I know how to be respectful to other religions.** **I can ask about what happens to others with respect for their feelings.** E.g. Watch and talk about the Christening service in a church and discuss what it means to become part of a family or group.	**I know what can influence me and others.** **I can compare some of the things that influence me with those that influence other people.** E.g. Express ideas about Christian values and describe their effect on people's lives.	**I know some people who have inspired myself and others.** **I can ask questions about who we are and where we belong and suggest answers which refer to people who have inspired and influenced myself and others.** E.g. Prepare questions for an interview with a member of a religious community, referring to the beliefs which sustain them as well as those of the believer. English – write and prepare an interview	**I know some views and challenges of belonging to a religion for myself and others.** **I can give my own and others' views on questions about who we are and where we belong and on the challenges of belonging to a religion and explain what inspires and influences me.** E.g. Describe what kind of sacred space would inspire or influence their sense of values. Art/DT – designing a sacred space	**I know the challenges and values of commitment and bonging to a faith and or belief.** **I can understand the challenges of commitment of a faith or belief, suggesting reasons why belonging to that community may be valuable, both in the diverse communities studied and in my own life.** E.g. Express their own views on the wisdom and challenges of the religions they have been learning about. Character Education – feelings and opinions

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	can consider what is important to me. Character Education – feelings						
Meaning, purpose and truth	**I can talk about which places are important to me and understand that some places are special to other people.** **I can recognise that people have different beliefs and celebrate special times in different ways.** **I understand questions such as why, who, when, where, how.** Character Education – feelings	**I know some questions can't be answered.** **I can talk about what I find interesting or puzzling even if we don't know the answers.** E.g. What makes the sun come up? Why do stars come out at night? Science – I wonder questions	**I know the meaning or message in a story.** **I can talk about some things in stories that make people ask questions.** E.g. Say it was mysterious when God spoke to Moses.	**I know some important questions about life.** **I can ask important questions about life and compare my ideas with those of other people.** E.g. Where does the love in our lives come from? Who should help those who are poor and have no money? Why do children love their families?	**I know some suggested meanings of life from different religions.** **I can ask questions about the meaning and purpose of life and suggest a range of answers which might be given by me as well as members of different religious groups or individuals.** E.g. Referring to resurrection and reincarnation, gather and present their view and those of religious and non-religious groups on life after death.	**I know some views on the meaning and purpose of life from different communities .** **I can ask questions about the meaning and purpose of life and suggest answers which relate to the search for truth and my own and others' lives.** E.g. Explore scenarios in which people find out about problems connected to right and wrong in school, a court and a family considering behaviour, how victims might feel, and the response of religious groups based on their beliefs and teachings. Character Education – right and wrong	I know some facts about belonging, meaning, purpose and truth and know they can be expressed in different forms including music, art and poetry. **I can gather, select, organise refine and present my own ideas about challenging questions about belonging, meaning, purpose and truth thoughtfully in different forms including music, art and poetry.** E.g. Showing an understanding of the richness of religious diversity in the UK today through opportunities for spiritual and cultural development. Geography – areas and cultures within the UK English – poetry Music/Art – ideas about belonging, meaning and purpose

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Values and commitments	**I can talk about members of my immediate family and community.** **I can talk about which places I value.** **I can recognise that people have different beliefs and celebrate special times in different ways. I can consider what is important to me.** Character Education – feelings	**I know what is important to me and other people.** **I can talk about what is important to me and to other people.** E.g. Talk about how I felt when I gave to someone. Character Education – feelings	**I know there can be more than one answer to a question.** **I can talk about what is important to me and to others with respect for their feelings.** E.g. Say "I agree with the rule about not stealing as stealing is not fair." Character Education – values	**I know how I should behave and why people behave in different ways.** **I can link things that are important to me and other people with the way I think and behave.** E.g. Talk about how a story about generosity might make them behave when hearing about people who are suffering. English – impact of stories	**I know what is right and wrong and how religious beliefs and values affect decisions..** **I can ask questions about the moral decisions I and other people make and suggest what might happen as a result of different decisions, including those made with reference to religious beliefs and values.** E.g. Write a report about the environment and suggest what might happen depending on different moral choices that could be made. English – write a report Geography – moral choices about the environment	**I know some ways religions affect the way people behave.** **I can ask questions about things that are important to me and to other people and suggest answers which relate to my own and others' lives.** E.g. Make links between the teachings of religions and the way people might choose to behave using vocabulary such as dilemma, temptation, resist, good/bad, right/wrong. Character Education – actions, beliefs and values	**I know some values from religious teachings and how they affect communities.** **I can consider and apply ideas about the ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect.** E.g. Use their knowledge of religious teachings to make links between their own values and commitments applying ideas of community cohesion, tolerance and respect. Character Education – actions, tolerance and respect
Vocabulary	Respect Special Similarities Differences Celebration Beliefs Worship Church Synagogue Mosque Gurdwara Family Important Community Diwali	Creation God Life Creatures Light Dark Land Earth Bible Holy Church Worship Special Mysteries Puzzles Questions Big ideas Qur'an	Respect Special Similarities Differences Symbol Celebration Festival Easter Ramadan Eid al Fitr Diwali Bible Qur'an Testament Surah Holy Sacred Muhammad	Sharing Friendship Caring Forgiving Goodness Generosity Kindness Diwali Divas Aum Mandir Rama Sita Lakshimi Shrine Ritual Leader Follower	Creation World Creator Genesis Father Origins Evolution Science Faith Teacher Shepherd Trinity Crucifixion Resurrection Incarnation Ritual Pilgrimage Charity	Zakat Almsgiving Fellowship Justice Fundraising Fairness Torah Prayer Meditation Reflection Use of silence Gospel Temptation Submission Moral choice Good and evil Right and wrong	Tolerance Sensitivity Respect Acceptance Moral choice Rules Moral values Reflection Dilemma Enlightenment Reflection Stillness Quietness Learning from silence The gift of peace Psalms Expression Vision

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		Jesus Prophet Muhammad	Scripture Mosque Wudu Prophet	Disciple John's Gospel Eternal life Healing Miracle Parable Imman Makkah The Five Pillars Life Death Soul Reincarnation.	Almsgiving Religious practice Shrine Artefact Spiritual Sacred		Dreams Art

***Blue – cross-curricular links**