

Progression Grid



At The Willows our **Explore, Dream and Discover** vision for RE encourages pupils to **Explore** and ask questions about **religious** and **world views** addressed in **today world**, **Dream** of the **ideal but diverse world** where **every religion is respected equally**, by their **understanding** of a **range of religions** and **Discover** religions of the world.

	EXPLORE NC Objectives	DISCOVER Knowledge and Skills	Vocabulary	DREAM	Resources/Other
EYFS (Understanding of the World)	<p>Special Stories and Special People</p> <p>Special Places and Special Times</p> <p>Being special and Our Special World</p>	<p>For EYFS, the value of RE provides a focus for:</p> <ol style="list-style-type: none"> 1. Understanding myself 2. Valuing myself 3. Relating to others 4. Learning new things <p>Expressing</p> <p>Pupils share their feelings and talk about why they respond to experiences in particular ways.</p> <p>Help children and parents to see the ways in which their cultures and beliefs are similar, sharing and discussing practices, resources, celebrations and Experiences.</p> <p>Strengthen the positive impressions children have of their own cultures and faiths, and those of others in their community, by sharing and celebrating a range of practices and special events.</p>	<p>Children will be exposed to:</p> <p>Christianity -, Bible, Christmas, Church, Easter, God, Harvest, Jesus, Prayer, Vicar, Hinduism- Diwali, , Hindu, Hinduism, , Pray, Rama, , Sita, Islam- Allah, Islam, Mosque, Muslim, Quran.</p> <p>Judaism- Synagogue: Ark, Kippah, Tallit, Torah Chanukah, Sikhism - Sikh, Sikhism</p>	<p>Being Kind, Caring for each other, Nurse, Doctor, Gardener, Police Officer, Vet</p>	<p>Religious practices and lifestyles: Looking at a range of precious items, including those that are religious, talk about how to treat them with respect. Show and Tell, Nativity Concert, Easter Bonnet Parade.</p>

		Pupils know about similarities and differences between themselves and others, and among families, communities and traditions.			
Key Stage 1	<p>Christianity L1.1 Who is a Christian and what do they believe?</p> <p>Sacred Places L1.6 How and why do we celebrate special and sacred times? (Easter Focus)</p> <p>Belonging to a faith Community L1.7 What does it mean to belong to a faith community?</p>	<p>By the End of Key Stage One:</p> <p>Children will know...</p> <ul style="list-style-type: none"> the right names for things that are special to Christians etc. religious art, symbols and words and talk about them. <ul style="list-style-type: none"> a Christian story. what some Christian symbols stand for or say what some of the art is about. a Christian story and say some things that people believe. (suggest meanings) <p>Children will be able to...</p> <ul style="list-style-type: none"> talk about things that happen to them. talk about what I find interesting or puzzling. talk about what is important to them and to other people. 	<p>Children will be exposed to:</p> <p>Christianity - Advent, Baptism, Bible, Christ, Christmas, Church, Creation, Disciple, Easter, Faith, God, Harvest, Holy, Hymn, Jesus, Prayer, Priest, Vicar, Worship.</p> <p>Islam- Allah, Islam, Mosque, Muslim, Prophet, Quran.</p> <p>Christianity - Advent, Baptism, Bible, Christ, Christmas, Church, Creation, Disciple, Easter, Faith, God, Harvest, Holy, Hymn, Jesus, Prayer, Priest, Vicar, Worship.</p> <p>Islam- Allah, Islam, Mosque, Muslim, Prophet, Quran.</p>	<p>Good British Citizen, Events Planner, Party Planner, Personal Assistant, Community Support Worker</p>	<p>Religious practices and lifestyles: Handle religious artefacts; role-play how they are used and how they are special for some people, Nativity Concert.</p>

	<p>Islam L1.2 Who is a Muslim and what do they believe?</p> <p>Celebrating special and sacred times L1.6 How and why do we celebrate special and sacred times? (Judaism or Islam Focus)</p> <p>Caring for people in the World L1.8 How should we care for others and the world?</p>	<ul style="list-style-type: none"> ask about what happens to others with respect for their feelings. talk about some things in stories that make people ask questions. talk about what is important to themselves and to others with respect for their feelings. talk about some of things that are the same for different religious people. 		<p>Event Planner, Newspaper Journalist, Editorial Assistant, Environmental Support Worker, Care Worker, Nurse</p>	<p>Religious practices and lifestyles: View/visit two places of worship highlighting the similarities of place.</p> <p>Year 2 will be walking to the cenotaph at Hartshill Church to lay wreaths from each class.(8Th November 2019)</p>
Year 3	<p>Beliefs about God L2.1 What do different people believe about God?</p> <p>Prayers and Hymns L2.4 Why do people pray?</p> <p>Christianity in Britain today L2.7 What does it mean to be a Christian in Britain today?</p>	<p>By the End of Lower Key Stage 2(Year3 and 4):</p> <p>Children will know...</p> <ul style="list-style-type: none"> some of the things that are the same and different for religious people. religious words to describe some of the ways in which people show their beliefs. what a believer might learn from a religious story. the right religious words to describe and compare what practices and experiences may be involved in belonging to different religious groups. 	<p>Children will be exposed to: Christianity- Advent, Baptism, Bible, Christ, Christmas, Church, Creation, Disciple, Easter, Faith, God, Gospel, Harvest, Holy, Hymn, Jesus, Lent, New Testament, Old Testament, Parables, Pentecost, Prayer, Priest, Prophet, Ten Commandments, Vicar, Worship. Hinduism- Aum or Om, Brahman, Diwali,</p>	<p>Priest, Politician, Good British Citizen, Support Worker, Community Worker, Teacher</p>	<p>Religious practices and lifestyles: Know how some features of a church, mosque or synagogue are used in worship, festivals and everyday life.</p>

		<ul style="list-style-type: none"> the moral decisions they and other people make, and suggest what might happen as a result of different decisions, including those made with reference to religious beliefs/values. <p>Children will be able to...</p> <ul style="list-style-type: none"> compare some of the things that influence them with those that influence other people. ask important questions about life and compare their ideas with those of other people. link things that are important to them and other people with the way they think and behave. 	<p>Ganesh, Gods and goddesses, Hindu, Hinduism, Mandir, Offering, Pray, Rama, Shiva, Shrine, Sita, Vishnu, Worship</p> <p>Islam- Allah, Hajj, Islam, Mihrab, Mosque, Muslim, Prophet, Qiblah, Quran, Salaa, Sawm, Shahada.</p> <p>Judaism - Synagogue: Ark, Bimah, Kippah, Menorah (Chanukiah), Ner Tamid (Eternal Light), Star of David, Rabbi, Tallit, Torah Scrolls, Yad.</p>		
Year 4	<p>Jesus as an Inspiration L2.5 Why are festivals important to religious communities?</p> <p>Rights and Wrongs L2.9 What can we learn from religions about deciding what is right and wrong?</p> <p>Life is like a journey</p>	<ul style="list-style-type: none"> express religious beliefs in a range of styles and words used by believers and suggest what they mean. ask questions about who they are and where they belong, and suggest answers which refer to people who have inspired and influenced themselves and others. ask questions about the meaning and purpose of life, and suggest a range of answers which might be given by themselves as well as members of different religious groups. 	<p>Christianity- Advent, Baptism, Bible, Christ, Christmas, Church, Creation, Disciple, Easter, Faith, God, Gospel, Harvest, Holy, Hymn, Jesus, Lent, New Testament, Old Testament, Parables, Pentecost, Prayer, Priest, Prophet, Ten Commandments, Vicar, Worship.</p> <p>Hinduism- Aum or Om, Brahman, Diwali,</p>	<p>Events Planner, Community Worker, Lawyer, Judge, Solicitor, Inspirational Speaker</p>	<p>Religious practices and lifestyles: Explore the observation and practise of the Sabbath in Jewish, Muslim and Christian homes.</p>

	<p>L2.3 Why is Jesus inspiring to some people?</p>	<ul style="list-style-type: none"> • make links between the beliefs of different religious groups and show how they are connected to believer's lives. 	<p>Ganesh, Gods and goddesses, Hindu, Hinduism, Mandir, Offering, Pray, Rama, Shiva, Shrine, Sita, Vishnu, Worship</p> <p>Islam- Allah, Hajj, Islam, Mihrab, Mosque, Muslim, Prophet, Qiblah, Quran, Salaa, Sawm, Shahada.</p> <p>Judaism - Synagogue: Ark, Bimah, Kippah, Menorah (Chanukiah), Ner Tamid (Eternal Light), Star of David, Rabbi, Tallit, Torah Scrolls, Yad.</p>		
Year 5	<p>Beliefs about God U2.1 Why do some people believe God exists?</p> <p>Places of Worship U2.5 Is it better to express your religion in arts and architecture or in charity and generosity?</p> <p>Islam in Britain today</p>	<p>Pupils will know...</p> <ul style="list-style-type: none"> • a wide religious vocabulary in suggesting reasons for the similarities and differences in forms of religious, spiritual and moral expression found within and between religions. <p>Pupils will be able to...</p> <ul style="list-style-type: none"> • describe why people belong to religions and explain how similarities and differences within and between religions can make a difference to the lives of individuals and communities. • give their own and others' views on questions about who we are and where we belong and on the 	<p>Children will be exposed to:</p> <p>Christianity- Advent, Ascension, Baptism, Bible, Christ, Christmas, Church, Creation, Disciple, Easter, Faith, God, Gospel, Harvest, Holy, Holy Communion, Holy Spirit, Hymn, Incarnation, Jesus, Lent, Lord's Prayer, Mass, Miracle, Myth, New Testament, Old</p>	<p>Priest, Preacher, RE Teacher, Artist, Architect, Charity Worker, Carer, Advice Worker</p>	<p>Religious practices and lifestyles: Explore and explain the significance/ importance of repentance in faith groups and how it is observed through diverse practices in religious festivals, e.g., Lent</p>

	U2.6 What does it mean to be a Muslim in Britain today?	<p>challenges of belonging to a religion and explain what inspires them and influences them.</p> <ul style="list-style-type: none"> ask questions about the meaning and purpose of life and suggest answers which relate to the search for truth and their own and others' lives. ask questions about things that are important to them and to other people and suggest answers which relate to their own and other's lives. suggest reasons for the similar and different beliefs which people hold, and explain how religious sources are used to provide answers to important questions about life and morality. 	<p>Testament, Parables, Pentecost, Prayer, Priest, Prophet, Psalm, Resurrection, Saint, Salvation, Sin, Soul, Ten Commandments, Trinity, Vicar, Worship.</p> <p>Hinduism- Aum or Om, Brahman, Diwali, Ganesh, Gods and goddesses, Hindu, Hinduism, Mandir, Offering, Pray, Rama, Shiva, Shrine, Sita, Vishnu, Worship</p> <p>Islam- Allah, Hajj, Islam, Mihrab, Mosque, Muslim, Prophet, Qiblah, Quran, Salaa, Sawm, Shahada.</p> <p>Judaism - Synagogue: Ark, Bimah, Kippah, Menorah (Chanukiah), Ner Tamid (Eternal Light), Star of David, Rabbi, Tallit, Torah Scrolls, Yad.</p>		
Year 6	<p>Charity and Generosity</p> <p>U2.4 If God is everywhere, why go to a place of worship? *</p>	<p>Pupils will know...</p> <ul style="list-style-type: none"> know how to observe and understand varied examples of religions and worldviews so they can explain their meaning and significance to individuals and communities. 	<p>Children will be exposed to:</p> <p>Christianity- Advent, Ascension, Baptism, Bible, Christ, Christmas, Church, , Disciple,</p>	<p>Support Worker, Councillor, Police Officer, Social Worker</p>	<p>Religious practices and lifestyles: Examine the experience of suffering in and</p>

	<p>How religion helps people in challenging times. U2.3 What do religions say to us when life gets hard?</p> <p>Christians and Humanists U2.7 What matters most to Christians and Humanists?</p>	<ul style="list-style-type: none"> the challenges of commitment of a faith or belief, suggesting reasons why belonging to that community may be valuable, both in the diverse communities being studied and in their own lives. the links between stories and teachings they are investigating and respond thoughtfully to the issues that arise from them in different communities. <p>Pupils will be able to...</p> <ul style="list-style-type: none"> describe and make connections between different features of Religions and world views discovering more about celebrations, worship, pilgrimages and the rituals that mark the important points in life. explore and describe a range of beliefs, symbols and actions to understand different ways of life and ways of expressing meaning . observe and consider different dimensions of religion, to explore and show understanding of similarity and difference between religions and worldviews. gather, select, refine, and present their own and other's ideas about challenging questions about belonging, meaning, purpose and truth 	<p>Easter, Faith, God, Grace, Harvest, Holy, Holy Spirit, Hymn, Jesus, Lent, Mass, Miracle, Prayer, Priest, Prophet, Psalm, Resurrection, Sin, Soul, Ten Commandments, Trinity, Vicar, Worship. Hinduism- Aum or Om, Brahman, Diwali, Gods and goddesses, Hindu, Hinduism, Pray, Rama, Shiva, Shrine, Sita, Vishnu, Worship Islam- Allah, Islam, Mosque, Muslim, Prophet, Quran. Judaism - Synagogue: Kippah, Menorah (Chanukiah), Star of David, Rabbi, Tallit, Torah Scrolls, Yad.</p>	<p>between faiths and how it significantly affects believers in their everyday actions.</p>
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		<p>thoughtfully in different forms including reasoning, music, art and poetry.</p> <ul style="list-style-type: none"> • discuss and apply their own and other ideas about ethical questions including areas of right and wrong, just and fair, and express their own ideas clearly in response. • 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. 			
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All Year groups will:

-Develop active learning opportunities and investigations, using some engaging stimuli, to enable pupils to achieve the outcomes.

-Don't forget the skills you want pupils to develop, as well as the content you want them to understand.

-Make sure that the activities allow pupils to practise these skills as well as show their use.