

# RE progressive curriculum – following the local agreed syllabus

EYFS ELG – Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. (ELG PCC)

	Agreed Syllabus Outcome – Year 1	Year 1	Agreed Syllabus Outcome – Year 2	Year 2
<b><u>Beliefs and practices</u></b>	<p>explore and discuss sacred stories</p> <p>find out about different religious festivals and rituals</p> <p>find out about different ways in which people worship</p> <p>explore a place of worship and how the building is used</p>	<ul style="list-style-type: none"> <li><b><u>Unit 1:2 – Caring for the World</u></b> retell a faith story know which faith a story comes from say what they think a faith story means for the believer say why the story is important to the faith member</li> <li><b><u>Unit 1:3 Worship and Festivals</u></b> name some religious festivals and celebrations describe and explain some traditions linked to religious festivals reflect on important days in the year and how faith members celebrate them ask questions about the ways in which people of faith celebrate</li> <li>name different ways in which people may worship describe and compare forms of worship common to more than one faith talk about what they find interesting or puzzling about the ways people worship share views on the importance of worship in the life of a believer</li> <li>name different parts and important artefacts in a place of worship describe how the building and its artefacts are used in different ways make a response to being in a place of worship and the artefacts they see there reflect on how faith members use the place and the artefacts</li> </ul>	<p>find out about different religious festivals and rituals</p> <p>find out about how a person of faith lives their life</p> <p>explore beliefs and find out what people of faith believe</p> <p>explore and discuss sacred stories</p>	<ul style="list-style-type: none"> <li><b><u>Unit 2:1 – Belonging</u></b> compare similarities and differences in religious festivals explain how a person shows religion in their life suggest reasons why festivals and rituals are important compare the daily life of children from two different faiths</li> <li><b><u>Unit 2:2 – Believing</u></b> name some beliefs of two different faiths recognise beliefs that are the same for different faiths name the holy books of different faiths talk about what some faith members believe respect what other people say about their beliefs respond to stories from holy books</li> </ul>
<b><u>Identity and values</u></b>	<p>explore through faith stories what religions say about the value of each individual</p> <p>observe and/or participate in religious ceremonies connected with important times in life</p>	<p><b><u>Unit 1:1 – Looking at me, Looking at you</u></b> recognise what makes a person unique say how faith members are the same and how they are different retell faith stories about caring for others compare themselves to others talk sensitively about people of different faiths say why they think people of faith may help others</p> <p>say why religious people celebrate an important life event name religious ceremonies connected with important times of life talk about religious symbols and artefacts in an important religious ceremony talk about their important life events say what they think matters most in a religious ceremony say why symbols and artefacts are important at certain times of life</p>	<p>explore how values provide rules for living</p> <p>explore the idea of committing to a faith</p>	<ul style="list-style-type: none"> <li><b><u>Unit 2:1 – Belonging</u></b> understand that many values come from holy books recognise special rules that religious people follow talk about important promises made by a faith member recognise symbols that show commitment in the life of a religious person recognise the need for values for living make links between some religious rules and rules at school say why people of faith make promises say why symbols of commitment are important to belonging</li> </ul>
<b><u>Meaning and purpose</u></b>	<p>explore creation stories from holy books</p>	<ul style="list-style-type: none"> <li><b><u>Unit 1:2 – Caring for the World</u></b> recall some creation stories from holy books of different faiths say why the world is a special place for faith members say how religious people treat the world with respect</li> </ul>	<p>identify different ways in which people of faith</p>	<p><b><u>Unit 2:2 – Believing</u></b> identify precious things for people of faith say how some religious artefacts and symbols are used</p>

	<p>consider the ways in which the world is a special place and how faiths say it should be cared for</p>	<p>reflect on a variety of creation stories say why they think the world is a special place talk about ways that everyone can play their part in caring for the world</p>	<p>express their beliefs through use of artefacts, symbols and actions</p> <p>explore creation stories from holy books</p> <p>ask, think and talk about some big questions of meaning, purpose and truth</p>	<p>describe how religious people may express their beliefs in actions and gestures reflect on what is special to themselves and others consider what religious artefacts and symbols mean to people of faith show how they think a belief links to an action or gesture</p> <p><b>Unit 2:3 – Questions, Questions??</b> recall some creation stories, identifying similarities and differences understand that some questions have no simple answers develop an understanding that everyone asks big questions and religions may offer different answers to the same question talk about their own experiences of new life and ask questions about new beginnings consider questions that appear to have no answer ask big questions and suggest some answers</p>
<b>Christmas</b>	<p><b><u>Year 1 – Advent: how do Christian families prepare for Christmas?</u></b></p> <p>What signs tell us that Christmas is coming? How do they make us feel?</p> <ul style="list-style-type: none"> <li>– sight (Advent calendars and candles, tree decorations, wreaths)</li> <li>– sound (bells, Christmas music)</li> <li>– taste (different types of food)</li> <li>– touch (wrapped presents)</li> <li>– smells (incense and spices, food)</li> <li>– activities (sending cards, buying presents)</li> </ul> <p>How do Christian families prepare for Christmas in their homes and churches?</p> <p>Traditional festive celebrations and symbolism – nativity play/Christingle</p> <p>Retell the nativity story simply, through drama, puppets, storyboard</p>		<p><b><u>Year 2 – Gift-bringers: why is the Christmas story ‘good news’ for Christians?</u></b></p> <p>Focus on the Shepherds hearing the news from the angels – what is the ‘good news’ of Christmas for today? Would the shepherds have felt the same?</p> <ul style="list-style-type: none"> <li>– holidays and presents?</li> <li>– family times?</li> <li>– Santa and shopping?</li> <li>– thanking God for his gift and being generous to others?</li> </ul> <p>The Wise Men (Magi) and their gifts</p> <ul style="list-style-type: none"> <li>– gold for Jesus as king</li> <li>– frankincense for Jesus as one who comes as a priest from God to mankind</li> <li>– myrrh as a foretelling of Jesus’ death</li> </ul> <p>Discuss what would be a suitable gift for Jesus. Why?</p> <p>Act out the story and freeze-frame key moments: what did the shepherds/wise men think/say/do?</p>	
<b>Easter</b>	<p><b><u>Year 1 – Easter</u></b></p> <ul style="list-style-type: none"> <li>• Customs associated with Lent and Easter ... Pancake Day (Shrove Tuesday), Ash Wednesday ... eggs ... hot cross buns ... signs of new life ...</li> <li>• What signs tell us that Easter is coming?</li> <li>• What do our senses tell us about Easter coming?</li> <li>• What feelings do we have about Easter and springtime?</li> <li>• How do Christians prepare for Easter?</li> <li>• Easter Story surprises, using Storyteller Bible or similar</li> <li>• Plan a surprise for Mothering Sunday</li> <li>• Decorate hard boiled eggs for Easter; new life as a surprise</li> <li>• Jesus’ resurrection as a ‘big surprise’; how did friends of Jesus feel when he came back to life?</li> </ul>		<p><b><u>Year 2 – Easter</u></b></p> <ul style="list-style-type: none"> <li>• What is the storyline of the Easter story?</li> <li>• What do we think about when we hear the story?</li> <li>• How do different books (picture books, text books etc.) show the Easter story?</li> <li>• How can we tell the Easter story to others?</li> <li>• Artefacts and symbols associated with Easter</li> <li>• Palm Sunday story as the beginning of the end of Jesus’ earthly life; act out Jesus’ entry into Jerusalem <b>Matthew 21, Mark 11, Luke 19</b></li> <li>• Faith members talk about the blessing of palm leaves, palm crosses</li> <li>• Palm celebration including songs, story, palms and hot cross buns</li> <li>• Contrast sadness of Good Friday with the joy of ‘new beginnings’ on Easter morning</li> <li>• Present a ‘happy ending’ using stories from Easter</li> </ul>	

## Key Stage 2 Progression

	Year 3	Year 4	Year 5	Year 6
<b>Beliefs and practices</b>	<p><b>Unit 3:1 – Remembering</b> investigate the significance of religious festivals and rituals: compare the experiences of different people participating in a religious festival or celebration</p> <p>consider the positive aspects of participating in religious celebrations</p> <p><b>Unit 3:2 – Faith Founders</b> investigate key teachings of faith founders and make links with key religious beliefs: Identify key events in the lives of a faith founders</p> <p>give examples of the teaching of a faith founder</p> <p>Reflect on the impact of the faith founders on those around them</p> <p>express thoughts and feelings about why the teaching of a faith founder influences followers</p> <p><b>Unit 3:3 Encounters</b> investigate different forms of worship: describe some different ways people communicate with their God</p> <p>consider the meaning of different forms of religious worship</p> <p>explore the diversity and significance of local religious places to faith groups and members of the community: describe the uses of sacred places, symbols and artefacts by believers and the community</p> <p>compare activities at different places of worship</p> <p>share thoughts and feelings about sacred spaces and their use</p> <p>explain how activities at local places of worship create a sense of community</p>	<p><b>Unit 4:2 – Saints and Heroes</b> explore teachings of significant religious people: describe the teachings of significant religious people, identifying some similarities and differences</p> <p>reflect on the teachings of significant religious people and how these teachings impact on society</p>	<p><b>Unit 5:1 – Expressions of Faith</b> investigate the significance of religious festivals and rituals: show understanding of the way participating in a festival may impact on the life of a faith member</p> <p>reflect and share how religious celebrations have an impact on the community</p> <p><b>Unit 5:2 – Faith in Action</b> explore teachings of significant religious people: investigate how significant religious people are inspired</p> <p>reflect on what influences religious people</p> <p><b>Unit 5:3 – Pilgrimage</b> explore how a person of faith may make a special journey: compare key places of pilgrimage and identify why a faith member might go there</p> <p>describe and show understanding of actions carried out by a pilgrim before, during and after pilgrimage</p> <p>reflect on the reasons a faith member may make a special journey</p> <p>suggest ideas about the meaning of pilgrimage to a believer and the impact on their life</p> <p>explore the diversity and significance of local religious places to faith groups and members of the community: show understanding of what is sacred for believers in religious places</p> <p>explain the impact of a sacred place on believers</p>	<p><b>Unit 6:2 – Living a Faith</b> Investigate different forms of worship: show how forms of worship are expressions of belief</p> <p>express thoughts about the importance of worship for faith members</p> <p><b>Unit 6:3 – Hopes and Visions</b> investigate the life and key teachings of faith founders and make links with key religious beliefs: explain the significance of the key teachings of faith founders for faith members</p> <p>consider how key teachings may impact on faith members and the community</p>

<p><b><u>identity and values</u></b></p>	<p><b><u>Unit 3:1 – Remembering</u></b>          explore religious teachings of forgiveness and reconciliation          describe the ways in which people of faith have demonstrated forgiveness and reconciliation</p> <p>recognise situations where they need to forgive or be forgiven and ways they might enable this to happen</p> <p><b><u>Unit 3:2 – Faith Founders</u></b>          explore how values provide rules for living and may be influenced by religious belief :          give examples of beliefs and values from different faiths and consider how they influence rules for living</p> <p>consider the beliefs, values and rules in their lives which may be similar to religious rules</p>		<p><b><u>Unit 4:1 – Belief in the Community</u></b>          explore issues of justice and freedom:          explore religious stories that identify how believers are expected to behave          consider how they are expected to behave and where these rules come from</p> <p>explore religious rituals that show identity and belonging in different religious traditions:          explain the significance and use of symbols and artefacts in rites of passage          compare the symbolism associated with rites of passage in three faiths</p> <p><b><u>Unit 4:2 – Saints and Heroes</u></b>          explore commitment as demonstrated in the lives and work of significant people of faith:          describe the effect of life-changing events on the commitment of significant people of faith</p> <p>share ideas as to how the lives of significant people of faith have affected the lives of others</p>	<p><b><u>Unit 5:1 – Expressions of Faith</u></b>          explore how values provide rules for living and may be influenced by religious belief:          investigate the impact of religious beliefs, values and rules on the life of a believer</p> <p>explain the challenges that believers face when following religious beliefs, values and rule</p> <p><b><u>Unit 5:2 – Faith in Action</u></b>          explore commitment as demonstrated in the lives and work of significant people of faith:          explain why significant people of faith acted according to their commitments</p> <p>explain how people are inspired by actions of significant people of faith</p>	<p><b>Unit 6:1 – Justice and Freedom</b>          explore issues of justice and freedom:          describe what freedom means to people of faith</p> <p>show understanding of the beliefs and feelings of faith members who have experienced injustice</p> <p>explore religious teachings of forgiveness and reconciliation:          explain what freedom means to them</p> <p>share experiences of injustice and explain their hopes and dreams for a just world</p> <p><b>Unit 6:2 – Living a Faith</b>          explore religious rituals that show identity and belonging in different religious traditions: identify the impact of a religious teaching such as forgiveness on a believer’s actions</p> <p>identify the impact that reconciliation has on community harmony</p> <p>give examples of conflicts that have been resolved within the family, school or community</p> <p>appreciate the power of forgiveness and reconciliation in the world</p> <p>show how the milestones of life give a sense of identity and belonging for faith members</p> <p>discuss the impact of rites of passage on faith members, their family and community</p>
<p><b><u>Meaning and purpose</u></b></p>	<p><b><u>Unit 3:1 – Remembering</u></b>          explore how people express their beliefs through personal symbols and artefacts:          explain how personal symbols and artefacts relate to religious beliefs</p> <p>consider why personal artefacts are meaningful</p>	<p><b><u>Unit 4:2 – Our World</u></b>          explore beliefs about how the universe began: compare different faith beliefs about how the universe began</p> <p>express thoughts and beliefs about how the universe began</p> <p>recognise that the Earth is unique and consider the concept of stewardship:          give reasons why people of faith have a sense of awe and wonder about the Earth</p> <p>explore religious teachings to see how faith members should care for the Earth</p> <p>investigate how faith members show care for the environment</p> <p>express thoughts and beliefs about how the universe began</p> <p>share feelings about the sense of awe and wonder in the natural world</p> <p>share thoughts on how and why religions treat the world with respect</p> <p>show understanding of stewardship and suggest actions everyone can take</p>		<p><b><u>Unit 5:1 – Expressions of Faith</u></b>          explore how people express their beliefs through personal symbols and artefacts:          explain how artefacts and symbols express the beliefs of two different faith members</p> <p>be creative in showing how believers may express themselves through symbols and artefacts</p> <p><b><u>Unit 5:2 Faith in Action</u></b>          consider what motivates faith believers to get involved in different causes:          investigate the work of a religious charity</p> <p>explore the values that motivate people of faith to respond to a cause</p> <p>say why they think religions do charitable work</p> <p>give reasons why people may choose to make sacrifices to improve the lives of others</p>	<p><b><u>Unit 6: 3 – Hopes and Visions</u></b>          consider some ultimate questions:          identify what makes some questions ultimate</p> <p>offer answers to an ultimate question from different faith perspectives</p> <p>suggest answers to some ultimate questions</p> <p>compare their responses to an ultimate question with that of a faith member, respecting all viewpoints</p>

<b><u>Christmas</u></b>	<b><u>Year 3 – Mary: why is Mary such an important part of the story?</u></b> <ul style="list-style-type: none"> <li>Look at the artwork of Mary as the mother of Jesus, and Mary with the Angel Gabriel. How did she act and feel in different parts of the story up to the time of Jesus’ birth? Study the Dalit Madonna painting and the associated unit of work.</li> <li>Act out/freeze–frame Mary’s key moments; take photos and add speech bubbles</li> <li>Epiphany – Mary shows Jesus as a precious ‘gift’ to the world. What does this mean? Why a ‘gift’?</li> <li>Plan a ceremony to celebrate Mary and the true meaning of Christmas (a crib service)</li> </ul>	<b><u>Year 4 – Light: why is light an important symbol of Christmas?</u></b> <ul style="list-style-type: none"> <li>Discuss the way light is used to express feelings (‘a beaming smile’, ‘she lights up the room’, ‘he’s a guiding light’, ‘then I saw the light’)</li> <li>Use artwork such as Holman Hunt’s The Light of the World <ul style="list-style-type: none"> <li>– who is this?</li> <li>– what do you see in the picture?</li> <li>– why did the artist...?</li> <li>– what are the effects used by artists to show the significance of Jesus and the angels (halo, positioning, chosen colours)?</li> <li>– look at <b>John Ch.8</b> – what is meant by Jesus as ‘the light of the world’</li> </ul> </li> <li>Old Testament prophecy (<b>Isaiah 7:14</b>) that the Messiah would come ‘as light’</li> <li>How is light used in the celebration of Christmas (Christingles, Advent candles, tree lights)?</li> <li>Plan a celebration using light</li> <li>Arrange a series of images that express peace and ask children to find a word to connect the objects (dove, no war, no arguing, no fighting, forgiveness, harmony)</li> <li>Play an extract of Handel’s Messiah and explore Isaiah’s prophecy (<b>Isaiah 9: 6–7</b>) – Jesus as Prince of Peace. What did the writer mean? Did Jesus bring peace?</li> <li>Read and add to a variety of writings/artworks linked to peace – symbols, stories, prayers, poems, songs, carols, music</li> <li>Share the story of Brother Roger and the setting up of the Taizé Community for reconciliation</li> <li>Make a Christmas peace cross, relating it to the message of the angels: peace on earth, goodwill to all people</li> </ul>	<b><u>Year 5 – The Prince of Peace: <i>what is peace?</i></u></b> <ul style="list-style-type: none"> <li>Arrange a series of images that express peace and ask children to find a word to connect the objects (dove, no war, no arguing, no fighting, forgiveness, harmony)</li> <li>Play an extract of Handel’s Messiah and explore Isaiah’s prophecy (<b>Isaiah 9: 6–7</b>) – Jesus as Prince of Peace. What did the writer mean? Did Jesus bring peace?</li> <li>Read and add to a variety of writings/artworks linked to peace – symbols, stories, prayers, poems, songs, carols, music</li> <li>Share the story of Brother Roger and the setting up of the Taizé Community for reconciliation</li> <li>Make a Christmas peace cross, relating it to the message of the angels: peace on Earth, goodwill to all people</li> </ul>	<b><u>Year 6 – Religious Christmas: Secular Christmas</u></b> <p><b>Is Christmas only for Christians? What does Christmas mean to me?</b></p> <ul style="list-style-type: none"> <li>Where does the familiar Christmas story come from? <b>Luke’s account (2:1–40)</b> is different from Matthew’s account (<b>1:18–2:23</b>). Write part of the Christmas story from differing perspectives</li> <li>Look at other stories which have developed from the gospels (Baboushka, Papa Panov, The Fourth Wise Man). What are the shared themes?</li> <li>Contrast the mood of secular/religious Christmas images/icons/poems/music</li> <li>As a community of enquiry, debate: Is Christmas only for Christians? What does Christmas mean to us today?</li> <li>Make a Christmas display showing what Christmas means to your school family</li> </ul>
<b><u>Easter</u></b>	<b><u>Year 3</u></b> <ul style="list-style-type: none"> <li>Easter cards ... decorated eggs ... famous Easter paintings ... the Last Supper ... Stations of the Cross ... the crucifix and different kinds of cross ... Handel’s Messiah ...</li> <li>What special symbols are used at Easter and why?</li> <li>What do Easter cards tell us about the festival?</li> <li>How is the crucifixion of Jesus shown in art?</li> <li>How does Christian music communicate the feelings of Easter?</li> <li>Significance of bread and wine in Last Supper <b>Matthew 26:17–35, Mark 14:12–31</b></li> <li>Easter visualisations</li> <li>Celebrate in the style of a religious festival through drama and dance, music and food; contrast food and fasting in other religions</li> </ul>	<b><u>Year 4</u></b> <ul style="list-style-type: none"> <li>Palm Sunday ... Maundy Thursday ... Good Friday ... Easter Saturday ... Easter Sunday</li> <li>What are the key events associated with Holy Week?</li> <li>How are these events shown in images and words?</li> <li>How do Christians today remember and relive these events?</li> <li>Betrayal, trial, death and resurrection of Jesus – link suffering with hope <b>Psalm 22</b></li> <li>Plan and share a celebratory Easter meal and talk about symbolism of food</li> <li>Why is Easter the most important festival for Christians?</li> </ul>	<b><u>Year 5</u></b> <ul style="list-style-type: none"> <li>Speaking to Christians about their beliefs ... exploring responses to the crucifix and empty cross ... designing a picture/mural/model to symbolise new life ...</li> <li>What does Jesus’ death and resurrection mean to Christians?</li> <li>How do artists show the themes of Jesus’ death and resurrection?</li> <li>How do Christians around the world remember Easter?</li> <li>What images can we create to symbolise the theme of resurrection or new life?</li> <li>What is the symbolic meaning of an Easter festival ritual such as the washing of feet on Maundy Thursday? <b>John 13:1–17</b></li> <li>Compare rituals and artefacts in Spring festivals; how does the Jewish festival of Pesach fit with the story of Easter – the plagues of Egypt, Passover and the journey of the Jewish people <b>Exodus 24:8</b></li> </ul>	<b><u>Year 6</u></b> <ul style="list-style-type: none"> <li>How each of the Gospels tells the Easter story ... other stories which have developed from the source stories e.g. The Three Trees ... legend of how the donkey got the cross on its back ... legend of the ‘True Cross’ ...</li> <li>How do the different Gospels tell the Easter story?</li> <li>What other stories explore Easter themes?</li> <li>What stories can we create together which use the themes and symbols of Easter?</li> <li>Hopes and fears of Jesus’ friends in the Easter story – the Last Supper, the crucifixion, resurrection, the road to Emmaus? <b>Matthew 26–28, Mark 14–16, Luke 22–24, John 18–21</b></li> <li>Express the power and hope in the Easter story in dance/drama; look towards Ascension and Pentecost</li> </ul>