

St Luke's CE: RE Progression overview

Aims in RE: A progression grid	At the end of <u>key stage 1</u> most pupils will be able to:	At the end of <u>key stage 2</u> most pupils will be able to:
A. Know about and understand a range of religious and non-religious worldviews.	B. Express ideas and insights about the nature, significance and impact of religious and non-religious worldviews.	C. Gain and deploy the skills needed to engage seriously with religious and non-religious worldviews.
Know about and Understand A1. Describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities	Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.	Describe and make connections between different features of the religious and non-religious worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life in order to reflect thoughtfully on their ideas.
Know about and Understand A2. Identify, investigate and respond to questions posed by, and responses offered by some of the sources of wisdom found in religious and non-religious worldviews	Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.	Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.
Know about and Understand A3. Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning	Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between Communities.	Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.

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<p>Express and Communicate</p> <p>B1. Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities</p>	<p>Ask and respond to questions about what communities do, and why, so that they can identify what difference belonging to a community might make.</p>	<p>Observe and understand varied examples of religious and non-religious worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.</p>
<p>Express and Communicate</p> <p>B2. Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value</p>	<p>Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.</p>	<p>Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.</p>
<p>Express and Communicate</p> <p>B3. Appreciate and appraise varied dimensions of religion</p>	<p>Notice and respond sensitively to some similarities between different religious and non-religious worldviews.</p>	<p>Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and worldviews.</p>
<p>Gain and deploy skills</p> <p>C1. Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively</p>	<p>Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.</p>	<p>Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own thoughtfully in different forms including (e.g.) reasoning, music, art and poetry.</p>
<p>Gain and deploy skills</p> <p>C2. Enquire into what enables different communities to live together respectfully for the wellbeing of all</p>	<p>Find out about and respond with ideas to examples of co-operation between people who are different.</p>	<p>Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to</p>

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		ideas about community, values and respect.
Gain and deploy skills C3. Articulate beliefs, values and commitments clearly in order to explain reasons why they may be important in their own and other people's lives.	Find out about questions of right and wrong and begin to express their ideas and opinions in response.	Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.

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St. Luke's CE - Progression in language in RE: key words and core concepts

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	EYFS (Discovering)	KS1 (Exploring)	Lower KS2 (Connecting)	Upper KS2 (Connecting)
The general language of religious study	Religion special prayer celebrate festival believe family feelings story wonder awe	Religion, celebration, festival, symbol, thankful, faith, belief, wise sayings, rules for living, co- operation, belonging, worship, holy, holiness, sacred, creation story, prayer, worship, reflection, thanksgiving, praise, remembrance, sacred, tradition, special	Religion, spiritual, sacred, commitment, values, prayer, pilgrim, pilgrimage, ritual, symbol, community, worship, devotion, faith, belief, trust, life after death, destiny, soul, inspiration, role-model, values, festival, celebration, remembrance, ritual, ceremony, duty, gratitude	Religion, harmony, respect, justice, faith, inter- faith, tolerance, moral values, religious plurality, moral codes, holiness, spiritual, inspiration, vision, symbol, community, commitment, values, sources of wisdom, spiritual, Golden Rule, charity, place of worship, sacred text, devotion, prayer, worship, compassion, prejudice, Persecution, fairness, generosity, pilgrimage
Christianity	Christmas Easter Bible church Jesus welcome	Christian, God, Creator, Christmas, Easter, Harvest, Pentecost, Jesus, church, altar, font, crucifix, candles, Bible, gospel, disciples, parable, miracle, resurrection, baptism	Christian, Christmas, Easter (Holy Week, Palm Sunday, Maundy Thursday) Pentecost, Harvest Festival, Messiah, liturgy, church, Gospel, Jesus, incarnation, salvation, Holy Spirit, God the Creator, Trinity	Christian, Jesus, Bible, Gospel, Letters of Saint Paul, liturgy, genesis, Trinity, incarnation, Holy Spirit, kingdom, resurrection, Christmas, Easter, Pentecost, Eucharist, agape, self- sacrifice, eternal, almighty,

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	new life		(Father, Son and Holy Spirit), Heaven, Bible (chapter, verse, letters) Old Testament, New Testament, parable, ascension, Ten Commandments, temptation, forgiveness	interpretation, forgiveness, justice, the 'Fall', dilemma, demand, bereavement, judgement, salvation
Judaism	Hanukah Synagogue	Jewish, God, synagogue, ark, Ner Tamid, Torah, bimah, Chanukah/Hanukkah, Ark, Judaism, Shabbat, mezuzah, Torah, Tenakh, tzitzit (tassels), tallit (prayer shawl). Kippah (skullcap) Sukkot, Pesach, Shema, challah bread, menorah	Jewish, Judaism, Moses, Exodus, Lawgiver, Ten Commandments, Star of David, Passover/Pesach, slavery, freedom, Shabbat, Yom Kippur Shema Yisrael, Torah, scripture, bar/bat mitzvah. Rosh Hashanah, shofar, tashlich, repentance, deliverance, salvation.	Judaism, Jewish, synagogue, schul, Jerusalem, Western Wall, Orthodox, Reform, Tu B'Shevat, tzedakah, tikkun olam, 'house of God'
Islam	Allah, Prophet Muhammad Qur'an Mosque Muslim	Muslim, Islam, Allah, Prophet Muhammad, mosque, masjid, calligraphy, minbar, mihrab, Mecca, wudu, Eid, Qur'an, moon and star, Ramadan, tawhid, Arabic, prayer beads, prayer mat, fasting.	Muslim, Islam, Allah, Prophet, mosque, Qur'an, surah, moon and star, paradise, First Surah, Ramadan,	Muslim, Allah, Prophethood, Ummah, 5 Pillars, Prophet Muhammad, Sunnah, Hadith, Iman (faith), akhlaq (character or moral conduct), ibadah (worship and belief in action), Shahadah (belief in one God) salat, sawm, zakat, Qur'an, Hadith, Mosque, Hajj, pilgrimage, Islamic art, architecture, hafiz, hafiza
Hindu	Diwali Diva		Hindu, Sanatana Dharma (Eternal way) Gayatri Mantra, mandir, murtis, gods,	Hindu, ahimsa, karma, soul, samsara, moksha, dharma, murtis, Brahman,

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	Mandir		goddesses, temple, Diwali, light, darkness, Aum, Trimurti, punusharthas, Brahma (creator), Vishnu (preserver) Shiva (destroyer) dharma, Ramayana, puja tray,	mandir, gods, goddesses, shrines, Mahatma, reincarnation, duty, deity
Non-religious worldviews	different similar friends feelings respect	Humanist, Golden Rule, non-religious, believe, friendship, charity	Humanist, Golden Rule, non-religious, spiritual but not religious, atheist, role model, kindness, gratitude, naming day, right wrong, guidance	Atheist, theist, agnostic, Humanist, rationalist, Golden Rule, 'spiritual but not religious', benefits, challenges, afterlife

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	F2 Which people are special and why?	F1 What stories are special and why?	F3 Which places are special and why?	F6 What is special about our world?	F4 Which times are special and why?	F5 Being special: Where do we belong?
Religions and worldviews	Christians / Muslims / Jewish people	Christians / Muslims / Hindus	Christians / Muslims	Christians / Muslims / Jewish people	Christians / Hindus / Muslims / Jewish people	Christians / Muslims / Hindus

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	F2 Which people are special and why?	F4 Which times are special and why?	F5 Being special: Where do we belong?	F6 What is special about our world?	F1 What stories are special and why?	F3 Which places are special and why?
Religions and worldviews	Christians / Muslims / Jewish people	Christians / Hindus / Muslims / Jewish people	Christians / Muslims / Hindus	Christians / Muslims / Jewish people	Christians / Muslims / Hindus	Christians / Muslims

F1 What stories are special and why?	<ul style="list-style-type: none"> I can talk about my favourite story, what I like about it, and why. I know some stories about Jesus and can talk about what I think Jesus was (is) like? I know some other Bible stories that are special to Christians, I can tell you what the stories are about and what I have learnt.
F2 Which people are special and why?	<ul style="list-style-type: none"> I can talk about who is special to me and why. I know what a good friend is and I can show that I am a good friend. I know why Christians think that Jesus is special.
F3 Which places are special and why?	<ul style="list-style-type: none"> I can talk about where I feel safe. I can talk about what makes me happy. I can explain why a place might feel special to me. I know some of the special places that different believers worship at.
F4 Which times are special and why?	<ul style="list-style-type: none"> I can talk about a special celebration I have had. I know the Christmas story. I can tell you what happened to Jesus at Easter. I know that different believers celebrate different festivals.
F5 Being special: Where do we belong?	<ul style="list-style-type: none"> I can tell you how I am loved and cared for. I know how to ask my friends how they are feeling. I can welcome new people to my class, school or family. I can tell you what I like to do together with someone rather than on my own.
F6 What is special about our world?	<ul style="list-style-type: none"> I can talk about my favourite things in nature – animals, birds, flowers, trees, fruits, weather, mountains, rivers, beaches, seas and explain what I like best. I can tell you why our world is special. I understand that Christians believe that God made our special world.

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer
Y1	1.1 Who is a Christian and what do they believe?	1.6 How and why do we celebrate special and sacred times?	1.2 Who is a Muslim and what do they believe?	1.7 What does it mean to belong to a faith community?	1.5 What makes some places sacred?
Religions and worldviews	Christians	Christians (Christmas)	Muslims	Christians / Muslims / Jewish people	Christians / Muslims / Jewish people

Term	Unit	Progression statements
Autumn 1	1.1 Who is a Christian and what do they believe?	<ul style="list-style-type: none"> • I know what Christians believe about God and Jesus. • I can explain how Christians try to follow Jesus' example in their lives. • I understand that the Bible shows the importance of Jesus to Christians.
Autumn 2	1.6 How and why do we celebrate special and sacred times?	<ul style="list-style-type: none"> • I can describe times when we celebrate in our own lives. • I know how Christians celebrate at Christmas. • I can explain why the Christmas story is so important.
Spring 1	1.2 Who is a Muslim and what do they believe?	<ul style="list-style-type: none"> • I know which objects are important to Muslims. • I can explain who the Prophet Muhammad was. • I know which festivals celebrate the Prophet Muhammad.
Spring 2	1.7 What does it mean to belong to a faith community?	<ul style="list-style-type: none"> • I can explain what is special about belonging to a group. • I know that different religions welcome new members in different ways. • I can describe how different religions welcome a new baby.
Summer	1.5 What makes some places sacred?	<ul style="list-style-type: none"> • I can name the special places that people go to worship. • I can recognise the special objects and symbols that we find in a place of worship. • I can name similarities and differences between places of worship.

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y2	1.3 Who is Jewish and what do they believe?	1.6 How and why do we celebrate special and sacred times?	1.2 Who is a Muslim and what do they believe?	1.6 How and why do we celebrate special and sacred times?	1.8 How can we care for others and the world, and why does it matter?	1.4 How can we learn from sacred books?
Religions and worldviews	Jewish People	Christians / Jewish people	Muslims	Christians	Christians / Muslims / Jewish people	Christians, Muslims and Jewish people

Term	Unit	Progression statements
Autumn 1	1.3 Who is Jewish and what do they believe?	<ul style="list-style-type: none"> I can explain what Jewish people believe about God. I understand how the Mezuzah reminds Jewish people about God. I know why Shabbat is special for Jewish people.
Autumn 2	1.6 How and why do we celebrate special and sacred times?	<ul style="list-style-type: none"> I can explain why it is important to celebrate and remember in our own lives. I understand what festivals are important to Jewish people. I know why the symbol of light is important within different festivals.
Spring 1	1.2 Who is a Muslim and what do they believe?	<ul style="list-style-type: none"> I can explain how Muslims express some of their ideas about Allah. I understand why the Holy Qur'an is important to Muslims. I know how Muslims celebrate throughout the year.
Spring 2	1.6 What makes Easter so important for Christians?	<ul style="list-style-type: none"> I understand why Easter is important to Christian people. I can explain what Christians celebrate at Easter. I understand why Christians believe Jesus was so special.
Summer 1	1.8 How can we care for others and the world, and why does it matter?	<ul style="list-style-type: none"> I can talk about how each person is unique and important. I know how we can use our gifts to help others. I am beginning to understand how different religions inspire us to look after the world.
Summer 2	1.4 How can we learn from sacred books?	<ul style="list-style-type: none"> I know why some texts are considered sacred. I have explored stories from sacred texts and shown understanding. I can understand some of the lessons that we can learn from sacred texts.

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y3	L2.7 What does it mean to be a Christian in Britain today?	L2.10 How do family life and festivals show what matters to Jewish people?	L2.2 Why is the Bible so important for Christians today?	L2.5 Why are festivals important to religious communities?	L2.1 What do different people believe about God?	L2.4 Why do people pray?
Religions and worldviews	Christian	Jewish people	Christians	Christians / Muslims/ Hindus	Christians / Muslims / Hindus	Christians / Muslims / Hindus

Term	Unit	Progression statements
Autumn 1	L2.7 What does it mean to be a Christian in Britain today?	<ul style="list-style-type: none"> • I can describe ways in which Christians show their faith. • I can explain how Christians make a difference both in their own communities and worldwide. • I can explain the importance of holy communion to Christians.
Autumn 2	L2.10 How do family life and festivals show what matters to Jewish people?	<ul style="list-style-type: none"> • I understand how Jewish people show their beliefs through worship in festivals. • I can compare my own family rituals with Jewish family rituals. • I am beginning to understand the benefits that personal reflection can bring to our lives.
Spring 1	L2.2 Why is the Bible so important for Christians today?	<ul style="list-style-type: none"> • I can recognise and understand why Christians use the Bible today. • I can make connections between Biblical stories and Christian beliefs. • I understand how the Bible might help Christians who are tempted to do the wrong things.
Spring 2	L2.5 Why are festivals important to religious communities?	<ul style="list-style-type: none"> • I can explain why different religious communities celebrate. • I can describe the main events at key religious festivals. • I can explain what Christians believe happened on Easter Sunday morning.
Summer 1	L2.1 What do different people believe about God?	<ul style="list-style-type: none"> • I can explain how different religions describe God. • I understand that there are similarities and differences between different ideas about God. • I understand that it makes a difference in people's lives to believe in God, and why.
Summer 2	L2.4 Why do people pray?	<ul style="list-style-type: none"> • I can describe the different ways in which people can pray. • I can explain how prayer comfort and challenge us. • I can describe how I pray in my own way.

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	Autumn 1	Autumn 2	Spring	Summer 1	Summer 2
Y4	L2.9 What can we learn from religions about deciding what is right and wrong?	L2.5a How do people from religious and non-religious communities celebrate key festivals?	L2.3 Why is Jesus inspiring to some people?	L2.8 What does it mean to be a Hindu in Britain today?	L2.6 Why do some people think that life is like a journey and what significant experiences mark this?
Religions and worldviews	Christians / Jewish people / Muslim / Humanist	Christians / Jewish people / Muslims / Humanist (non-religious)	Christians	Hindus	Christian / Jewish people / Muslim / Hindu

Term	Unit	Progression Statements
Autumn 1	L2.9 What can we learn from religions about deciding what is right and wrong?	<ul style="list-style-type: none"> I can explain how religious teachings act as guides for living. I know how the 'Golden Rule' helps non-religious people seek guidance. I can give an example of inspirational people who have been guided by their religion.
Autumn 2	L2.5a How do people from religious and non-religious communities celebrate key festivals?	<ul style="list-style-type: none"> I can explain how Christmas is celebrated in modern Britain today. I understand that there is a difference between secular and religious celebrations. I can describe how religious and non-religious people celebrate Chanukah.
Spring	L2.3 Why is Jesus inspiring to some people?	<ul style="list-style-type: none"> I can describe the characteristics of a good role model. I understand why and how Jesus will inspires people today. I can describe the events of Holy Week and Easter, and how it is celebrated today.
Summer 1	L2.8 What does it mean to be a Hindu in Britain today?	<ul style="list-style-type: none"> I can explain how Hindus show their faith. I understand what is important in the life of a Hindu. I have a good understanding of what it is like to be a Hindu in Britain today.
Summer 2	L2.6 Why do some people think that life is like a journey and what significant experiences mark this?	<ul style="list-style-type: none"> I can describe milestones that we will experience in life and how they are celebrated. I know how religious teachings and ceremonies help us move on in life's journey. I can explain what different religions believe about life after death.

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y5	U2.1 Why do some people believe God exists?	U2.6 What does it mean to be a Muslim in Britain today?	U2.5 Is it better to express your religion in arts and architecture or in charity and generosity?	U2.2 What would Jesus do? (Can we live by the values of Jesus in the twenty-first century?)	U2.4 If God is everywhere, why go to a place of worship?	U2.10 Green Religion How and why should religious communities do more to care for the Earth?
Religions and worldviews	Christians / Humanist	Muslims	Christians / Muslims / Non-religious (Humanist)	Christians	Christians / Hindus / Jewish people / Muslims	Hindu / Christian / Muslim / Jewish people

Term	Unit	Progression Statements
Autumn 1	U2.1 Why do some people believe God exists?	<ul style="list-style-type: none"> I can explain what Christians believe God is like. I recognise why some people don't believe in God. I understand that there are benefits and challenges to believing (or not believing) in God in Britain today.
Autumn 2	U2.6 What does it mean to be a Muslim in Britain today?	<ul style="list-style-type: none"> I can explain how data gives us an insight into Muslims in Britain today. I can recognise the values and challenges of following the Five Pillars of Islam. I know what the significance of the Holy Qur'an is to Muslims, compared with other Islamic guidance.
Spring 1	U2.5 Is it better to express your religion in arts and architecture or in charity and generosity?	<ul style="list-style-type: none"> I can explain how religion is expressed through art or architecture. I can recognise the differences between Muslim and Christian art. I am able to debate which has the greater impact – art or charity.
Spring 2	U2.2 What would Jesus do? (Can we live by the values of Jesus in the twenty-first century?)	<ul style="list-style-type: none"> I can describe how Jesus' teachings affect the way Christians live today. I can explain how my own values compare to Christian ideas. I understand why Jesus' demands be viewed as impossible.
Summer 1	U2.4 If God is everywhere, why go to a place of worship?	<ul style="list-style-type: none"> I can describe the key features of places of worship. I am able to explain the ways in which different religions worship. I can give a thoughtful explanation of the question. 'Are people more important than the place?'
Summer 2	U2.10 Green Religion -How and why should religious communities do more to care for the Earth?	<ul style="list-style-type: none"> I am able to explain what environmental challenges the planet is facing. I can describe what different religions teach about the environment. I can summarise what religious communities could do in order to be greener.

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	Autumn 1	Autumn 2	Spring	Summer
Y6	U2.7 What matters most to Christians and Humanists?	U2.9 What can be done to reduce racism? Can religion help?	U2.8 What difference does it make to believe in ahimsa (harmlessness), grace and ummah (community)?	U2.3 What do religions say to us when life gets hard?
Religions and worldviews	Christians / Humanist	Christians / Muslims / non-religious ideas	Hindus / Christians / Muslims	Christians / Hindus / Non-religious (Humanist)

Term	Unit	Progression statements
Autumn 1	U2.7 What matters most to Christians and Humanists?	<ul style="list-style-type: none"> • I can explain the similarities and differences between Christian and Humanist values. • I can start to theorise why humans are capable of being good and bad. • I understand why it might be helpful to follow a moral code.
Autumn 2	U2.9 What can be done to reduce racism? Can religion help?	<ul style="list-style-type: none"> • I can describe the challenges that racism presents to different communities. • I can explain what religion teaches us about racism and equality. • I am able to give my own point of view on the following statement: 'We have far more in common than what keeps us apart'
Spring 1 and Spring 2	U2.8 What difference does it make to believe in ahimsa (harmlessness), grace and ummah (community)?	<ul style="list-style-type: none"> • I can describe what ahimsa, grace or ummah mean to religious groups. • I understand the challenges facing different religions in Britain today. • I can recognise and explain how key beliefs make a difference to how people live.
Summer	U2.3 What do religions say to us when life gets hard?	<ul style="list-style-type: none"> • I am able to explain what matters most in life. • I can recognise how religions help people to live when times are tough. • I understand why there are differing viewpoints on the afterlife and can explain my own point of view.