**Religious Education**

**Progressive objectives:**

Our progressive objectives show what pupils should know and be able to do in each unit of learning from Y1-Y6. The key concepts of RE are developed through each unit and contribute to the *End of Key Stage* statements. These are used to support planning and the ongoing assessments of pupils’ work.

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| **Theology** | **Philosophy** | **Social sciences** |
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| **Y1** **Units of learning** | **End points:** **Essential core knowledge, skills and understanding** | **These contribute to the following *End of Key Stage* statements** |
| **1.1**Belonging  | Icon  Description automatically generated | **Why are symbols and artefacts important to some people?*** reflect on what is special to themselves and others
* identify connections to religion and belief in the community
* identify precious things for people of faith
 | **A picture containing shape  Description automatically generated**Describe what happens at festivals, ceremonies and rituals and talk about the beliefs behind them.**A picture containing shape  Description automatically generated**Tell of the ways people express identity in belonging to a faith group and show how they are similar to another faith group. |
| Icon  Description automatically generated | **How does a person of faith live their life?*** explain how a person shows religion in their life
* talk about the lives of children from two different faith communities
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| Icon  Description automatically generated | **What are the religious rituals and ceremonies connected with important times in life?*** say why religious people celebrate an important life event
* think about what matters most in a religious ceremony, including symbols and artefacts
* say why people of faith make promises
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| **1.2**Worship | Icon  Description automatically generated | **How and why do people of faith worship?*** describe different ways people may worship
* recognise aspects of worship common to more than one faith
* reflect on the importance of worship in the life of a believer
 | **A picture containing shape  Description automatically generated**Talk about what happens in places of worship and describe how symbols and artefacts are used in each, appreciating some similarities and differences. |
| Icon  Description automatically generated | **How is a place of worship used?*** name the parts of two places of worship for different faiths
* describe how the building and its artefacts are used in different ways
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| Icon  Description automatically generated | **What makes a holy book special?*** recognise and name the holy books of different faiths
* retell a story from two different faiths and say what they mean for the believer
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| **1.3**What a wonderful world | Icon  Description automatically generated | **Why are creation stories important to faith members?*** recall some creation stories from different traditions
* identify similarities and differences between creation stories
* talk about the meaning of two different creation stories
 | **A picture containing shape  Description automatically generated**Retell and suggest meanings for some religious and moral stories and say how they influence people today.**A picture containing shape  Description automatically generated**Consider and make responses to big questions from different worldviews. |
| Icon  Description automatically generated | **How do different faiths say the world should be cared for?*** say why the world is a special place for faith members
* talk about ways that everyone can play their part in caring for the world
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| **Y2** **Units of learning** | **End points:****Essential core knowledge, skills and understanding** | **These contribute to the following *End of Key Stage* statements** |
| **2.1**Lead us not into temptation | Icon  Description automatically generated | **How do people decide what is right and wrong?*** talk about how people make choices
* talk to faith members about how they make moral choices
 | **A picture containing shape  Description automatically generated**Express ideas and opinions about moral questions of right and wrong.**A picture containing shape  Description automatically generated**Share ideas and examples of cooperation between people who are different. |
| Icon  Description automatically generated | **What do faith stories say about the value of each individual?*** retell faith stories about the value of each individual
* talk sensitively about people of different faiths
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| Icon  Description automatically generated | **What are the special rules and values that religious people follow?*** make links between religious rules and values for living
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| **2.2**Believing | Icon  Description automatically generated | **What do people of faith believe?*** name some beliefs of two different faiths
* recognise beliefs that are the same for different faith
 | **A picture containing shape  Description automatically generated**Recall different beliefs and practices, naming key words, key figures and core beliefs. |
| Icon  Description automatically generated | **What are the different ways in which people of faith express their beliefs?*** describe how religious people may express their beliefs in action
* consider a prayer or text that expresses belief
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| **2.3**Questions, questions | Icon  Description automatically generated | **What are life’s big questions?*** understand that some questions have no simple answers
* ask and talk about Big Questions and suggest some answers
* know that religions may offer different answers to the same question
 | **A picture containing shape  Description automatically generated**Consider and make responses to big questions from different worldviews. |
| Icon  Description automatically generated | **Who is God to people of faith?*** identify names for God in different faiths
* express what believers say God is like
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| **Y3** **Units of learning** | **End points:****Essential core knowledge, skills and understanding** | **These contribute to the following *End of Key Stage* statements** |
| **3.1**Remembering | Icon  Description automatically generated | **What is the value of participating in a religious festival or ritual?*** compare the experience of participating in a religious festival or celebration around the world
* reflect and share how religious celebrations and rituals have an impact on the community
 | **A picture containing shape  Description automatically generated**Make connections between the beliefs that underpin different celebrations, forms of worship, pilgrimages and rituals.**A picture containing shape  Description automatically generated**Describe and show understanding of links between different sacred texts and how those faith teachings influence communities and society today. |
| Icon  Description automatically generated | **What is the significance of religious festivals and rituals?*** identify the stories celebrated at festivals
* explain the meaning behind the celebration of festivals and rituals of different faiths
 |
| **3.2**Founders of Faith | Icon  Description automatically generated | **How do the lives of faith founders influence believers?*** identify key events in the lives of faith founders and their impact on those around them
* explain the relevance of different faith founders for their followers today
 | **A picture containing shape  Description automatically generated**Express understanding of the key concepts underpinning different faiths, linking sources of authority to belief. |
| Icon  Description automatically generated | **What do key religious figures teach?*** explain the significance of the key teachings of faith founders for faith members
* describe the teachings of key religious figures, identifying some similarities and differences
* reflect on the teachings of key religious figures and how these teachings impact on society
 |
| **3.3**Sacred Places | Icon  Description automatically generated | **What makes a place sacred?*** show understanding of what is sacred for believers in religious places
* describe the uses of sacred places, symbols and artefacts by believers and the community
* explain how activities at local places of worship create a sense of community
 | **A picture containing shape  Description automatically generated**Make connections between the beliefs that underpin different celebrations, forms of worship, pilgrimages and rituals. |
| Icon  Description automatically generated | **Which religious rituals show identity and belonging for different traditions?*** suggest how the milestones of life give a sense of identity and belonging for faith members
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| Icon  Description automatically generated | **How do people express their beliefs?*** identify symbols and artefacts which are important for at least two different faiths
* explain how artefacts and symbols express the beliefs of faith members
* recognise different forms of religious and spiritual expression
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| **Y4****Units of learning** | **End points:****Essential core knowledge, skills and understanding** | **These contribute to the following *End of Key Stage* statements** |
| **4.1**Communities | Icon  Description automatically generated | **How do religious values provide rules for living?*** give examples of beliefs and values from different faiths
* describe the impact of religious beliefs, values and rules on the life of a believer
 | **A picture containing shape  Description automatically generated**Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect. |
| **4.2**People who inspire us | Icon  Description automatically generated | **How is commitment demonstrated in the lives and work of significant people of faith?*** explain why significant people of faith acted according to their commitments
* explain how people are inspired by actions of significant people of faith
 | **A picture containing shape  Description automatically generated**Demonstrate understanding of how people of faith express their identity and their spirituality through symbols and actions.**A picture containing shape  Description automatically generated**Articulate the responses of different religions and non -religious worldviews to ethical questions, including ideas about what is right and wrong and what is just and fair. |
| Icon  Description automatically generated | **What motivates faith believers to get involved in different causes?*** explain the values that motivate people of faith to respond to a cause
* give reasons why people may choose to make sacrifices to improve the lives of others
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| **4.3**Our world | Icon  Description automatically generated | **What is an ultimate question?*** identify what makes some questions ultimate
* offer answers to an ultimate question from different faith perspectives
 | **A picture containing shape  Description automatically generated**Express understanding of the key concepts underpinning different faiths, linking sources of authority to belief.**A picture containing shape  Description automatically generated**Offer some answers to ultimate questions from different religious and non-religious perspectives. |
| Icon  Description automatically generated | **How did the universe begin?*** compare different beliefs about how the universe began making reference to sacred texts
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| Icon  Description automatically generated | **Why is it important to look after the Earth?*** compare religious teachings to see how faith members should care for the Earth
* show understanding of stewardship and suggest actions everyone can take
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| Icon  Description automatically generated | **Who is God?*** explain how people of different faiths describe what God is
* identify what different sacred writings say about the attributes of God
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| **Y5** **Units of learning** | **End points:****Essential core knowledge, skills and understanding** | **These contribute to the following *End of Key Stage* statements** |
| **5.1**Expressions | Icon  Description automatically generated | **How do believers’ worship?*** describe some different ways people communicate with their God
* consider the meaning of different forms of religious worship and how they are expressions of belief
 | **A picture containing shape  Description automatically generated**Demonstrate understanding of how people express their identity and their spirituality through symbols and actions.  |
| Icon  Description automatically generated | **How do people express their beliefs?*** identify symbols and artefacts which are important for at least two different faiths
* explain how artefacts and symbols express the beliefs of faith members
* recognise different forms of religious and spiritual expression
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| **5.2**Faith in action | Icon  Description automatically generated | **What do key religious figures teach?*** explain the significance of the key teachings of faith founders for faith members
* describe the teachings of key religious figures, identifying some similarities and differences
* reflect on the teachings of key religious figures and how these teachings impact on society
 | **A picture containing shape  Description automatically generated**Express understanding of the key concepts underpinning different faiths, linking sources of authority to belief.**A picture containing shape  Description automatically generated**Describe and show understanding of links between different sacred texts and how those faith teachings influence communities and society today. |
| Icon  Description automatically generated | **How do the lives of faith founders influence believers?*** identify key events in the lives of faith founders and their impact on those around them
* explain the relevance of different faith founders for their followers today
 |
| **5.3**Pilgrimage | Icon  Description automatically generated | **What is the value of participating in a religious festival or ritual?*** compare the experience of participating in a religious festival or celebration around the world
* reflect and share how religious celebrations and rituals have an impact on community
 | **A picture containing shape  Description automatically generated**Make connections between the beliefs that underpin different celebrations, forms of worship, pilgrimages and rituals.**A picture containing shape  Description automatically generated**Show understanding of the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable. |
| Icon  Description automatically generated | **What makes a place sacred?*** show understanding of what is sacred for believers in religious places
* describe the uses of sacred places, symbols and artefacts by believers and the community
* explain how activities at local places of worship create a sense of community
 |
| Icon  Description automatically generated | **Why do people of faith make a pilgrimage?*** compare key places of pilgrimage and identify why a faith member might go there
* describe and show understanding of actions carried out by a pilgrim before, during and after pilgrimage
* suggest ideas about the meaning of pilgrimage to a believer and the impact on their life
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| **Y6** **Units of learning** | **End points:****Essential core knowledge, skills and understanding** | **These contribute to the following *End of Key Stage* statements** |
| **6.1**Justice and Freedom | Icon  Description automatically generated | **What is the meaning of justice and freedom?*** explain what freedom means to people of faith
* show understanding of the beliefs and feelings of faith members who have experienced injustice
* explain their hopes and dreams for a just world
 | **A picture containing shape  Description automatically generated**Express understanding of the key concepts underpinning different faiths, linking sources of authority to belief.**A picture containing shape  Description automatically generated**Articulate the responses of different religious and non-religious worldviews to ethical questions, including ideas about what is right and wrong and what is just and fair. |
| Icon  Description automatically generated | **Why should people be good?** * identify the responses of different religions to ethical questions
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| Icon  Description automatically generated | **What do religions teach about forgiveness and reconciliation?*** identify the impact of a religious teaching such as forgiveness on a believer’s actions
* describe the ways in which people of faith have demonstrated forgiveness and reconciliation
* identify the impact that reconciliation has on community harmony
 |
| **6.2**Living a Faith | Icon  Description automatically generated | **Which religious rituals show identity and belonging for different traditions?*** suggest how the milestones of life give a sense of identity and belonging for faith members
 | **A picture containing shape  Description automatically generated**Make connections between the beliefs that underpin different celebrations, forms of worship, pilgrimages, and rituals.**A picture containing shape  Description automatically generated**Demonstrate understanding of how people express their identity and their spirituality through symbols and actions. |
| Icon  Description automatically generated | **What is the value of participating in a religious festival or ritual?*** compare the experience of participating in a religious festival or celebration around the world
* reflect and share how religious celebrations and rituals have an impact on the community
 |
| **6.3**Hopes and visions | Icon  Description automatically generated | **What is an ultimate question?*** identify what makes some questions ultimate
* offer answers to an ultimate question from different faith perspectives
 | **A picture containing shape  Description automatically generated**Offer some answers to ultimate questions from different religious and non-religious perspectives. |
| Icon  Description automatically generated | **Who is God?*** explain how people of different faiths describe what God is like
* identify what different sacred writings say about the attributes of God
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