**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.

|  |  |  |
| --- | --- | --- |
| **Theology** | **Philosophy** | **Social sciences** |
| Icon  Description automatically generated | Icon  Description automatically generated | Icon  Description automatically generated |

|  |  |  |  |
| --- | --- | --- | --- |
| **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 |
| 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 |
| **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 |
| 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 |
| **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 |

|  |  |  |  |
| --- | --- | --- | --- |
| **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 |
| Icon  Description automatically generated | **What are the special rules and values that religious people follow?**   * make links between religious rules and values for living |
| **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 |
| **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 |

|  |  |  |  |
| --- | --- | --- | --- |
| **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 |
| 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 |

|  |  |  |  |
| --- | --- | --- | --- |
| **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 |
| **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 |
| 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 |
| 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 |

|  |  |  |  |
| --- | --- | --- | --- |
| **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 |
| **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 |

|  |  |  |  |
| --- | --- | --- | --- |
| **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 |
| 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 |
|  | | | |