



Whole School Curriculum Progression: Religious Education

Thinking as a Theologian: To understand the nature, role and influence of religion and worldviews (different scales); To reflect on questions of meaning, purpose, and value; To formulate reasoned opinion/argument; enter into meaningful dialogue with people of different beliefs and ways of living.

Y3 Autumn	Y3 Spring	Y3 Summer
<p>Why do religions have ceremonies?</p> <ul style="list-style-type: none"> • Know what happens during communion • Understand the origins of this ritual • Explain the significance of the bread and wine • Explain why communion is still part of Christian worship • Know the origins of baptism and the key symbols linked with baptism • Describe what happens during a baptism • Explain why some Christians choose to be baptised • CCE - Group drama with freeze frame <p>Is light a good symbol for celebration?</p> <ul style="list-style-type: none"> • Suggest why light is seen as a positive thing and a source for celebration • Know that light has been part of worship for thousands of years • Know that Christians celebrate the Christmas Story, Hindus celebrate Diwali and Jews celebrate Hanukah • Explain why light is used as a symbol for Advent, Diwali and Hanukah • CCE - Create a festival decoration with religious significance 	<p>How do religious beliefs shape the lives of believers?</p> <ul style="list-style-type: none"> • Know that rules are important in our lives • Understand how the ten Commandments affect Jews and how rules shape Jewish children's lives • Explain the importance of the Shema and mezuzah • Explore the rules of the Shabbat and describe how Jews follow them • Know the main Jewish food laws and explain why they are important • CCE - Create a picture / interview each other to show understanding of Jewish religious ritual and rules? <p>Does Easter make sense without Passover?</p> <ul style="list-style-type: none"> • Understand the importance of the ten plagues • Understand the relevance and symbolism of foods/meals to celebrate a religious event • Explore the stories of the Passover and the Last Supper • Recognise similarities/differences between the Passover and Easter and consider their importance <p>CCE – Design an invitation or menu for a Passover celebration.</p>	<p>Does Jesus have authority for everyone?</p> <ul style="list-style-type: none"> • Investigate different people who have authority • Explore the importance of Jesus having authority in the lives of Christians • Explore the Bible stories: Zaccheus, Fishers of Men and the Paralysed Man • Understand how to debate in a respectful manner • CCE - Create a parable / story to show Jesus' authority and influence on Christians. <p>Can stories tell the truth?</p> <ul style="list-style-type: none"> • Know some Bible stories and describe their message • Explore the importance of religious stories in shaping people's lives • Discuss the impact of parables • Understand that some questions are hard to answer and that they provoke important questions • Explore their own values and make links between values and commitments • Discuss and debate ideas about truth; does everything have to be true? Why does truth matter in society? • CCE - Write a letter to their 50-year-old self, describing the sort of person they hope they will have become.

Y4 Autumn	4 Spring	Y4 Summer
<p>Do Murtis help Hindus understand God?</p> <ul style="list-style-type: none"> • Understand that Hindus believe in one God / many forms • Recognise similarities and differences between different religions, eg Christianity and the Holy Trinity • Explore the different forms of Murtis • Explain what the Murtis tell us about God and how they are used in Hindu worship • Explain how the worship of different deities / Murtis helps Hindus understand God • Explain how the worship of Murtis affects the way Hindus live their lives • CCE - Create a Murti and explain how it shapes the lives of Hindus <p>Should Christians worship Mary?</p> <ul style="list-style-type: none"> • Explain the link between symbols of Mary and beliefs about her • Explore Mary's feelings at the annunciation; explore their feelings at receiving important / unexpected news • Describe the impact of Mary on the lives of Christians • Explore how different churches respond to Mary; understand that people can think differently about the same issue • Identify some similarities and differences between Mary and Hindu Murtis • CCE - Evaluate the importance of Mary to the Christian story and communicate my own viewpoints (Hot seating?) 	<p>Pilgrimages: Is a holy journey necessary for believers?</p> <ul style="list-style-type: none"> • Differentiate between pilgrimage and holiday • Explain the importance of pilgrimage for Christians and Hindus • Compare and contrast various places and acts of pilgrimage • Know significant places of pilgrimage & explain why each place is important to believers • Explore how a pilgrimage might shape the live of a believer • Explain the importance of water in pilgrimage rituals (relate to Christian baptism) • Decide whether pilgrimage is necessary • CCE – plan a pilgrimage, detailing where they will go, what they will do and what they wish to gain <p>Lent and Easter: Should believers give things up?</p> <ul style="list-style-type: none"> • Understand the importance of Lent for Christians and suggest how this might improve their lives • Explore why people observe Lent and understand that people have different views • Explore ways in which Christians abstain / give things up and compare this to your own experience • Suggest how the temptations of Christ might impact the choices made by a child today • Differentiate between giving things up for religious reasons or for your own reasons • CCE - Create a number of acts that a Christian might complete during lent and explain their religious foundation 	<p>Miracles</p> <ul style="list-style-type: none"> • Know a number of stories that describe the miracles of Jesus; ask questions about their meaning • Suggest reasons why people believe or disbelieve • Assess the impact of miracles on disciples, people of the time and modern-day believers • Identify links between the stories of Jesus' miracles and the work of the church today • Assess whether the stories have to be true to positively impact the lives of believers (refer to Y3 summer) • CCE – Describe a miracle and explain the positive impact on believers <p>Prayer</p> <ul style="list-style-type: none"> • Explore the purposes of prayer and the different ways that Christians might pray (location, group & format of prayer) • Explore similarities and differences between the way that Christians, Muslims and Hindus might pray • Consider important questions about prayer • Explore different viewpoints talking with practicing Muslims / Hindus about prayer • Suggest how recent learning might inform their decision to pray and their choice of prayer • CCE – Write and share a prayer, explaining why they chose particular words, phrases or format; reflect on how praying has helped them

Respect

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Y5 Autumn	Y5 Spring	Y5 Summer
<p>Do Sikhs need the Guru Granth Sahib?</p> <ul style="list-style-type: none"> • Understand that Sikhism is an important world religion • Know the origins of Sikhism, the importance of the three pillars and that Sikhs are disciples • Understand the importance of the Guru Granth Sahib and the Gurdwara to Sikhs • Explore the core beliefs of Sikhism and the five articles • Explain the significance of the Khanda (symbol or emblem of Sikhism) • Understand why different ceremonies and festivals are important to Sikhism • Explore why Sikhism is a relevant modern world living faith • CCE Create a symbol and / or festival that has significance for their life <p>Does God communicate with man?</p> <ul style="list-style-type: none"> • Understand what a prophecy is • Understand that angels can be seen as messengers of God; assess the role of the angels in the Christmas story • Compare God’s communication with Guru Nanak and Christian prophets • Explain why characters in the Christmas story believed and acted on what they heard • Identify similarities between the prophecies about the birth and life of Jesus • Describe the impact of prophecy on the lives of believers at the time and today • Explain how Bible verses about the Christmas story have meaning for our own lives today • CCE Create a prophecy to describe the world / humanity in the year 2125 	<p>Mosques and the Muslim community</p> <ul style="list-style-type: none"> • Describe three things that Muslims believe and how these are shown in the Mosque • Explain why prayer and the Qur’an are so important to Muslims • Explain how the Qur’an helps Muslims to live their daily life in a positive way • Describe the role of an Imam • Know the 5 Pillars of Islam; explain the importance of the 5 Pillars of Islam to Muslims • Suggest questions to ask an Imam/Muslim to learn more about Islam • CCE Big Book recording of the interview with a practicing Muslim <p>Was the death of Jesus a worthwhile sacrifice?</p> <ul style="list-style-type: none"> • Explain what the word sacrifice means • Identify links between what Christians believe about the death of Jesus and their belief in God • Know the key events of the Easter Story, including Good Friday and the Resurrection • Explain how Christians’ beliefs about Easter might influence the way they live their lives • Explain why Good Friday is a time of sadness but also thankfulness • Explain various symbols that represent Easter • Explore the reasons why Christians believe Jesus was prepared to sacrifice himself for others • CCE Create a guide to Easter (poster / pamphlet / ppt) 	<p>Are You Inspired?</p> <ul style="list-style-type: none"> • Know what is meant by the Pentecost. • Identify qualities that make a person inspirational • Explain how people can inspire each other and how you have been inspired to become better • Compare how we are inspired by people to how we are inspired by the Holy Spirit • Explore what our behaviour tells others about ourselves • Assess how far the lives of religious figures and teachings inspire us to live positive lives • To ask questions and suggest answers about how Christians are influenced by their faith. • CCE Create a piece of artwork (stain glass style?) to show the inspirational message of a religious person / teaching <p>Does Religion Help People Decide What Is Best for Our World?</p> <ul style="list-style-type: none"> • Explain what is meant by a religious person • Explain what motivates various religions to encourage charitable giving; explore why those of no faith give to charity • Understand the role of Christian Aid is and describe elements of the work it undertakes • Recognise what motivates you to care for others (local and international); suggest what we can do as individuals and communities to make a difference • CCE - Create a statement or mind map about my own views of what the world needs. Compare my views to religious beliefs and suggest ways in which these problems might be solved

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Y6 Autumn	Y6 Spring	Y6 Summer
<p>Are saints encouraging role models?</p> <ul style="list-style-type: none"> • Understanding how a person becomes a saint and how their beliefs shaped their behaviour • Explain how faith helps believers to be resilient / endure, particularly in the face of persecution • Investigate the choices made by saints, finding reasons for their actions • Identify links between Bible stories and the work of saints • Consider my own beliefs or feelings about Saints and role models (past / present / famous / family) • Express my own beliefs in a respectful way and disagree well • CCE - Create artwork that depicts the link between faith / belief and actions <p>Is “God made man” a good way to understand the Christmas story?</p> <ul style="list-style-type: none"> • Appreciate how the Biblical story of Jesus’ birth impacts Christians modern day life • Describe similarities and differences between the traditional and Christian Christmas story • Explain how some paintings of the nativity/incarnation express some Christian ideas • Find ways in which the celebration of Christmas links to the biblical narrative • Understand that Christians believe in the concept of incarnation • Explain the importance of the concept of the Holy Trinity • Explain why Christmas may be important to people, whether or not they have faith • CCE - Debate: Do you have to be a Christian to value Christmas? 	<p>Do clothes express beliefs?</p> <ul style="list-style-type: none"> • Explore whether clothing rules and restrictions can express belief and give people a sense of identity • Recognise the religious significance behind a range of dress codes (principally Islamic & Jewish) • Identify specific passages from the Qur’an and the Torah that relate to the way people should dress • Understand that people follow dress codes for religious and non-religious reasons • Consider the importance religious dress has on individuals and communities and how this may be driven by values • Express my own beliefs in a respectful way and disagree well • CCE - Design a school uniform based around our visions and values (Reference to key policies) <p>Is the resurrection important to Christians?</p> <ul style="list-style-type: none"> • Use sources to chronologically sequence the events of the Easter story • Explain the difference between resurrection and reincarnation • Explain why Easter and the resurrection is important to Christians • Compare and contrast the resurrection of Jesus to the Sikh/Hindu understanding of reincarnation • Explore Christian and other faith views of heaven • Describe a Christian funeral, making links to Christian beliefs about resurrection • Consider and share my own beliefs or feelings about life after death • CCE – Presentation (oral or visual) about a chosen theme (resurrection or reincarnation) 	<p>Does it matter what we believe about creation?</p> <ul style="list-style-type: none"> • Know different beliefs about creation • Find similarities between Christians, Muslims and Jewish beliefs about creation • Explain how creation stories shape people’s culture and the way they live, eg Yin & Yang • Understand that science offers an alternate explanation for creation and that science and faiths share some similar thinking about creation • Explain how the Christian belief in creation is relevant to modern life • Suggest and explore bigger questions about creation • Discuss how scientists can believe in God • Consider and share my thoughts about creation • CCE - Create a ‘three head’ scenario around beliefs about creation

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	KS1	LKS2	UKS2
1. To understand the nature, role and influence of religion and worldviews, locally, nationally, and globally	<ul style="list-style-type: none"> Show basic knowledge and understanding of Christianity and at least one other faiths and worldviews, exploring similarities and differences between them. 	<ul style="list-style-type: none"> Pupils describe beliefs and teachings from Christianity and two other religions and show how these influence how people live and behave. They recognise and can describe symbols and rituals from Christianity and two other religions and say something about what these mean for people. Explore similarities and differences within religions and worldviews. 	<ul style="list-style-type: none"> Understand what it means to be religious, and the influence religions and worldviews have on individuals and communities. Consider different responses to ultimate questions. They use correct vocabulary to suggest meanings for different ways in which people show their religious beliefs
2. To reflect on questions of meaning, purpose, and value	<ul style="list-style-type: none"> Reflect on personal experience and say how it is linked to feelings and opinions. Appreciate the experiences, feelings, and opinions of others. 	<ul style="list-style-type: none"> Think about what influences our beliefs and lifestyle and the way we see things. 	<ul style="list-style-type: none"> Explore different religious and non-religious beliefs about meaning, purpose and value. Describe similarities and differences of belief and practice within and between Christianity and two or three different religions and show how these influence the lives of individuals and communities.
3. To formulate reasoned opinion/argument	<ul style="list-style-type: none"> Give one or more reasons for an opinion, based on appropriate factual knowledge and understanding. 	<ul style="list-style-type: none"> Ask questions about religion and belief to gain basic understanding of some beliefs to be able to give valid reasons for and against an opinion. 	<ul style="list-style-type: none"> Show awareness of the ways beliefs influence attitudes, way of life and behaviour. Express and justify their own beliefs and opinions and listen sensitively to those of others. Distinguish between valid and invalid arguments.
4. In achieving the aims above, pupils will be better able to enter into meaningful dialogue with people of different beliefs and ways of living	<ul style="list-style-type: none"> Understanding that people have different opinions, beliefs and faiths. 	<ul style="list-style-type: none"> Talking respectfully about the similarities and difference that exist between Christianity and other major world religions Accepting that others have different beliefs and customs 	<ul style="list-style-type: none"> Discuss the impact of religion on individuals and communities Support their views with good reasons linked to evidence and examples Talking respectfully be able to disagree well

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