

Religious Education Progression Planning at Northgate Primary School 2024-25

Intent: We believe that RE plays a key role in the spiritual, moral, social and cultural development of our children. Through our enquiry-based approach, they will develop a greater understanding of world views and religions. They will:

- **develop a sense of belonging** by encouraging a heightened awareness of their own beliefs; growing in empathy as they develop a greater consideration of the beliefs of those in their local and the wider global community.
- **develop confidence in communicating** through open discussion and contemplation of ideas; establishing a safe environment of open-mindedness where sharing individual views is encouraged and valued.
- **develop a resilient attitude** by asking and reflecting on challenging questions and concepts; by looking at evidence to explore the authenticity and veracity of different beliefs; through appreciating the richness and scope that different views and beliefs bring to society as a whole.

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn Term						
Theme: Special People Key Question: <i>What makes people special?</i> World Belief/View: Christianity	Theme: Creation Story Key Question: New Question: What do Christian's believe about God? World Belief/View: Christianity	Theme: What did Jesus teach? Key Question: <i>Is it possible to be kind to everyone all of the time?</i> World Belief/View: Christianity	Theme: Pilgrimage Key Question: New Question: <i>Does visiting the Ganges make a person a better Sanatani? (to begin 2025)</i> World Belief/View: Santana Dharam (Hindu tradition)	Theme: Beliefs and Practices Key Question: <i>How do Jewish beliefs, teachings and stories impact on daily life?</i> World Belief/View: Judaism	Theme: Belief into action Key Question: <i>How far would a Sikh go for his/ her religion?</i> World Belief/View: Sikhism	Theme: Beliefs and Practices Key Question: <i>What is the best way for a Muslim to show commitment to God?</i> World Belief/View: Islam
Key Vocabulary: Special, friends, role model, Jesus	Key Vocabulary: Creation, God, Bible, Old Testament, Genesis	Key Vocabulary: Samaritan, Samaria, Levite, Pharisee, Parables	Key Vocabulary: Santanis, Pilgrimage, Varanasi, beliefs, Brahman,	Key Vocabulary: Synagogue, Rabbi, Torah, grief, parev, passover, seder plate, symbols.	Key Vocabulary: Harmadir Sahib: Langar, 5 Ks, Khalsa, Baisakhi or Vaisakhi, giving of sacrifice, 3 Pillars Guru Tegh Bahadur	Key Vocabulary: Ramadan, The Qur'an, Muhammad, prophet

					Ji, Sewa, Vand ke Chanka, Naam Japo (Focus on God)	
Theme: Christmas Key Question: <i>What is Christmas?</i> World Belief/View: Christianity	Theme: Christmas Key Question: <i>What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?</i> World Belief/View: Christianity	Theme: Christmas – Jesus as a gift from God Key Question: <i>Why do Christians believe God gave Jesus to the world?</i> World Belief/View: Christianity	Theme: Christmas Key Question: <i>Has Christmas lost its true meaning?</i> World Belief/View: Christianity	Theme: Christmas Key Question: <i>What is the most significant part of the nativity story for Christians today?</i> World Belief/View: Christianity	Theme: Christmas Key Question: <i>Is the Christmas story true?</i> World Belief/View: Christianity	Theme: Christmas Key Question: <i>Do Christmas celebrations and traditions help christians understand who Jesus was and why he was born?</i> World Belief/View: Christianity
Key Vocabulary: Mary, Joseph, Jesus, Bethlehem, kings, shepherds, angel, stable, manger, nativity	Key Vocabulary: Magi/wise men, nativity, Bethlehem, gold, frankincense, myrrh	Key Vocabulary: Agape/charity, Trinity, Holy Spirit, Incarnation	Key Vocabulary: Shepherds, star, wise men, stable, incarnation.	Key Vocabulary: Incarnation, Christingle	Key Vocabulary: Gospels, New Testament, Gospel ‘writers’: Matthew, Mark, Luke and John Disciples, Truth	Key Vocabulary: Incarnation, Messiah, Devine Nativity
Spring Term						
Theme: Celebrations Key Question: <i>How do people celebrate?</i> World Belief/View: Christianity, Hinduism, stories	Theme: 10 commandments Key Question: <i>Who is God to Jews?</i> World Belief/View: Judaism (link to Christianity creation story)	Theme: Passover Key Question: <i>How important is it for Jewish people to do what God asks them to do?</i> World Belief/View: Judaism	Theme: Jesus’ Miracles Key Question: <i>Could Jesus heal people? Were these miracles or is there some other explanation?</i> World Belief/View: Christianity	Theme: The 8-fold Path Key Question: <i>Can the Buddha’s teachings make the world a better place?</i> World Belief/View: Buddhism	Theme: Beliefs and Moral Values Key Question: <i>How are Sacred teachings and stories interpreted by Sikhs today?</i> World Belief/View:	Theme: Introduction to Humanism Key Question: <i>What do humanists believe?</i> World Belief/View: Humanism

from China and Persia					Sikhism	
Key Vocabulary: Celebrate/ celebration, New Year, China, Nowruz, Holi	Key Vocabulary: God, Abraham, Moses, 10 commandments, 613 Mitzvot	Key Vocabulary: Covenant Pesach, Passover Seder meal	Key Vocabulary: Incarnation, Disciples, Miracles, Pharisee, Baths	Key Vocabulary: Dukkha, Anicca, Anatta	Key Vocabulary: Guru, Guru Nanak, Guru Granth Sahib, Chauri Bhai Kanaya, Malik Bhago	Key Vocabulary: Golden rule, happy human symbol, belief,
Theme: Easter Key Question: <i>What is Easter?</i> World Belief/View: Christianity	Theme: Easter- Palm Sunday Key Question: <i>Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?</i> World Belief/View: Christianity	Theme: Easter – Resurrection Key Question: <i>How important is it to Christians that Jesus came back to life after His crucifixion?</i> World Belief/View: Christianity	Theme: Easter – Forgiveness Key Question: <i>What is 'good' about Good Friday?</i> World Belief/View: Christianity	Theme: Easter Key Question: <i>Is forgiveness always possible for Christians?</i> World Belief/View: Christianity	Theme: Easter Key Question: <i>How significant is it for Christians to believe God intended Jesus to die?</i> World Belief/View: Christianity	Theme: Easter Key Question: <i>Is Christianity still a strong religion 2000 years after Jesus was on Earth?</i> World Belief/View: Christianity
Key Vocabulary: Spring, life cycles, Jesus, palm tree, cross	Key Vocabulary: Salvation, Palm Sunday, Disciples	Key Vocabulary: Resurrection, Salvation, Disciples, New Testament	Key Vocabulary: Incarnation, Disciples, Resurrection, Crucifixion, Communion	Key Vocabulary: Incarnation, Gospel, Disciples, New Testament, Lamb of God	Key Vocabulary: Pilate, Incarnation Disciples, Resurrection, Crucifixion, Pharisee	Key Vocabulary: Agape, Saviour Harvest, Fish symbol:
Summer Term						
Theme: Stories Key Question: <i>What can we learn from stories?</i>	Theme: Shabbat Key Question:	Theme: Community and Belonging Key Question: <i>How important is</i>	Theme: Prayer Key Question:	Theme: The 8-fold Path Key Question: <i>What is the best way for a Buddhist to lead</i>	Theme: Beliefs and Moral Values	Theme: Sacred writings Key Question:

<p>World Belief/View: Christianity, Islam, Hinduism, Sikhism</p>	<p><i>Is Shabbat important to Jewish children?</i></p> <p>World Belief/View: Judaism</p>	<p><i>the prophet Muhammad to Muslims?</i></p> <p>World Belief/View: Islam</p>	<p>Does praying at regular intervals help a muslim in their everyday life?</p> <p>World Belief/View: Islam</p>	<p><i>a good life?</i></p> <p>World Belief/View: Buddhism</p>	<p>Key Question: <i>Who is God to Baha'is?</i></p> <p>World Belief/View: Baha'i</p>	<p>How is the Qur'an vital to Muslims today?</p> <p>Does belief in Akhirah (life after death) help Muslims lead a good life?</p> <p>This is to cover a change in Re scheme - change for 2024 to Unit 3 (Mokshih)</p> <p>World Belief/View: Islam</p>
<p>Key Vocabulary: Fable, truth, priest, serpent, friends</p>	<p>Key Vocabulary: Shabbat, Kippah, Tenakh</p>	<p>Key Vocabulary: Prophet, Qu'ran, Hadith</p>	<p>Key Vocabulary: prayer, salat, salah, prayer times, mosque, night journey, preparations for prayer, 99 names of Allah,</p>	<p>Key Vocabulary: Dukkha</p>	<p>Key Vocabulary: Symbols messenger, Baha'u'llah God 9 pointed star</p>	<p>Key Vocabulary: Akhirah,</p>
<p>Theme: Special Places</p> <p>Key Question: <i>What makes places special?</i></p> <p>World Belief/View: Christianity, Islam, Judaism</p>	<p>Theme: 99 names of Allah</p> <p>Key Question: <i>Who is God to Muslims?</i></p> <p>World Belief/View: Islam</p>	<p>Theme: Teachings</p> <p>Key Question: <i>How important is the Qur'an to Muslims?</i></p> <p>World Belief/View: Islam</p>	<p>Theme: Gods covenant</p> <p>Key Question: <i>What is the best way for Jew to lead a good life?</i></p> <p>World Belief/View: Judaism</p>	<p>Theme: Prayer and Worship</p> <p>Key Question: <i>Do people need to go to church to show they are Christians?</i></p> <p>World Belief/View: Christianity</p>	<p>Theme: Commitment</p> <p>Key Question: <i>What is the best way for a Christian to show commitment to God?</i></p> <p>World Belief/View: Christianity</p>	<p>This unit is in 2 parts to be taught over the whole Summer term.</p>

Key Vocabulary: Home, world, church, mosque, synagogue	Key Vocabulary: Allah, respect, God,	Key Vocabulary: Makkah/Mecca, Hajj, Ihram, Qur'an, Allah, Muhammad	Key Vocabulary: Abraham, Issac, Jewish Marriage, Tikhun Olam, Tu B'Shevat, Mtzvah day	Key Vocabulary: Sacraments, Eucharist/Communion, The Last Supper, Saints	Key Vocabulary: Beliefs, practices, 10 commandments, love thy neighbour, prayer and worship.	
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Skills Progression

Beliefs, teachings and sources of wisdom (Research)						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Know and retell and important religious story (Christmas Story - Aut 2, Easter - Spr 2, Various religious stories - Sum 1)	Retell a religious story, starting to understand the religious significance	Retell a religious story, explaining the significant meaning or morals	Describe what a believer might learn from a religious story or text, reflecting and responding thoughtfully	Make links between different religions and their stories, and show how they are connected to believers lives	Begin to compare and analyse religious texts, considering origins with authenticity and opinion in mind	Confidently explain how religious sources are used to provide answers to important questions about life and morality

Ways of living (Application and Expression)						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Explain the importance of belonging (every term) ceremonies (Christenings - Spr 2)	Recall and name beliefs and practices important to some religions	Ask and respond to questions about why religious communities mark different occasions	Describe and makes links between some of the things that are the same and different for religious people	Begin to describe and compare with reasons what practises may be involved and begin to think about the	Confidently explain, with reasons, the meaning and significance within religious practises, to individuals and communities	Understand and explain how concepts resonate in their own life and in the lives of a believer, and how this impacts on the

				significance for individuals		way that they and believer choose to live their life
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Expressing religious meaning (Celebrating and Gathering)							
EYFS	Year 1		Year 2	Year 3	Year 4	Year 5	Year 6
Discuss why a religious symbol/celebration might be important in a believer's life. (Aut 2 - Diwali, Christmas Spr 2 - Easter / cross)	Express an opinion about a religious story, artefact or celebration.		Explain why a religious artefact symbols or word is used and its importance in a religious celebration.	Explain how religious artefacts, symbols, words or practise has become important in a believer's life	Compare and contrast the use of religious symbolism and how this might be used personally in each believer's life.	Explain how selected features of religious life and practice make a difference to the lives of individuals and <u>communities</u> .	Interpret religious celebrations from different perspectives, exploring the significance and impact of different celebrations to the lives of individuals and <u>communities</u> .

Identity, diversity and belonging (Reflecting and Empathising)						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Share family experiences and discuss own family traditions/rituals. (every term)	Begin to identify and name the faith communities in their school/communities	Notice and respond sensitively to some similarities between different religions and beliefs.	Compare their own understanding of belonging with that of someone else's. Identify similarities and differences with empathy.	Make informed responses to questions of identity and experience in the light of their learning.	Begin to consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all and respond	Consider the <u>challenges</u> and <u>impact</u> of belonging to a religion today with reference to our own and other people's views on human nature and

					thoughtfully to ideas about community, values and respect.	society, supporting those views with reasons and examples.
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Meaning, purpose and truth (Interpretation and Analysis)

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Identify when they have feelings of happiness and sadness. (every term)	Reflect on the special things that happen to them and others.	Explore questions about meaning and truth. Discuss the meaning behind some sacred writings	Ask important questions about life and compare their ideas with those of other people, beginning to understand that some questions are difficult to answer.	Begin to apply their own and others ideas to a given question and support their viewpoint with facts and evidence.	Represent the views of others and discuss different viewpoints.	Express their own views (with evidence) on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths.

Values and commitments (Selection and Communication)

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Express why their family is important to them. (every term, specifically - Aut 1, Spr 2)	Explore what is important to them and to other people.	Begin to express their opinions and to recognise there could be more than one answer.	Link things that are important to them and other people with the way they think and behave.	Ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues	Make informed responses to people's values and commitments (including religious ones) in the light of their learning.	Use reasoning and a range of examples to express insights into the relationship between beliefs, teachings and world issues, using this reasoning to reflect on their own ideas.

Compare and synthesise (Evaluation and Discernment)

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Discuss the importance of including everyone i.e in school activities and outdoor games. (every term)</p>	<p>Describe the difference between you and your friends in a positive way. i.e Why are these differences important?</p>	<p>Explore the difference between you and your friends, or different religions in a positive way. i.e Why are these differences important?</p>	<p>Understand that personal experiences and feelings can influence attitudes and actions.</p>	<p>Explain why personal experiences and feelings can influence attitudes and actions.</p>	<p>Link significant features of a religion together in a coherent pattern and discuss in detail the attitudes and influence of people in different faiths.</p>	<p>Analyse significant features of a religion together in a coherent pattern and evaluate the differences of people with faith.</p>