

Religious Education Curriculum Progression



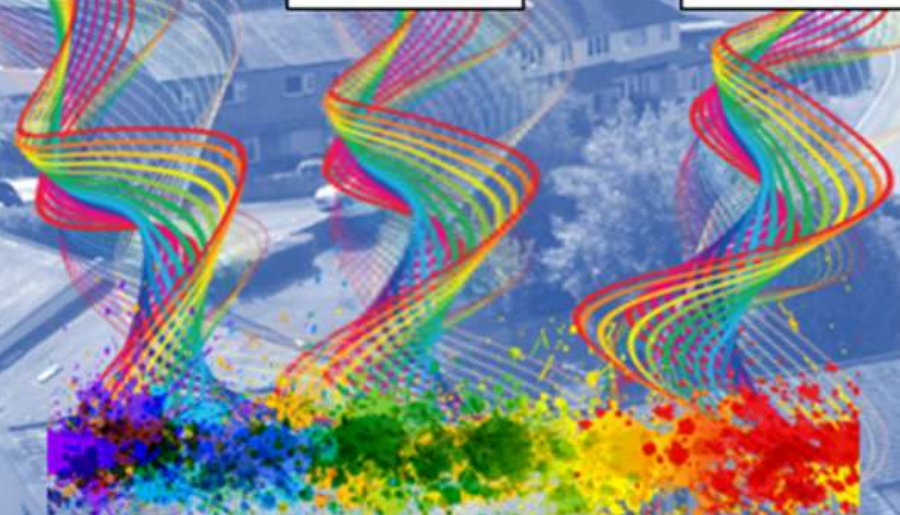
Creativity



Challenge



Community



RE						
0-11 months	8-20 months	16-26 months	22-36 months	30-50 months	40-60 months/ELG	Key Vocabulary
		<p>Is curious about the lives of others.</p> <p>Is curious about people and shows an interest in stories about themselves and their family.</p> <p>Enjoys looking at pictures of themselves, their families and other people.</p>	<p>Has a sense of own immediate family and <u>relations</u>.</p> <p>In pretend play imitates everyday actions and events from own family and cultural backgrounds.</p> <p>Learns about similarities and differences between themselves and other people.</p>	<p>Shows an interest in the lives of people who are familiar to them.</p> <p>Remembers and talks about significant events.</p> <p>Shows an interest in different occupations, cultures and ways of life.</p> <p>Recognises and talks about special events and festivals.</p>	<p>Joins in with family customs and routines.</p> <p>I understand how people celebrate traditions differently.</p> <p>I am learning to identify and talk about how families do some things the same as other families and some things differently.</p> <p>I am learning that other people have different likes and dislikes.</p>	<p>Families, culture, celebrations, Diwali, Christmas, Eid, Halloween, bonfire night, Remembrance Day, Jewish, Hindu, Muslim, Christian, fireworks, family, same, different, share.</p>
						<p>COEL links</p> <p>Showing a curiosity about objects, events and people</p> <p>Finding ways to solve problems</p>

QUESTFUL RE – CURRICULUM CONTENTS

Key Stage	Unit	Title	Question	Link to UC**	Link to World Faiths and World Views	Number of Hours (VA*)	Number of Hours (VC & C*)
EYFS	EYFS 1	I am Special	Why are we all different and special?		Islam	5 (4+1)	5 (4+1)
EYFS	EYFS 2	Harvest	Why do people of faith say thank you to God at harvest time?	✓		4	4
EYFS	EYFS 3	Special People	Why do Christians believe Jesus is special?		Founders and Leaders of faith Buddhism Islam Sikhism	6 (4+2)	6 (3+3)
EYFS	EYFS 4	Christmas	How do Christians celebrate Jesus' birthday?	✓	Why do Hindus light candles at Diwali? Hinduism	6 (4+2)	6 (3+3)
EYFS	EYFS 5	Stories Jesus Heard	What stories did Jesus hear when he was a child?			4	4
EYFS	EYFS 6	Stories Jesus Told	Why did Jesus tell stories?			4	4
EYFS	EYFS 7	Easter	Why do Christians believe that Easter is all about love?	✓		5	5
EYFS	EYFS 8	Friendship	What makes a good friend?			4	4
EYFS	EYFS 9	Special Places	What makes a place holy?		Hinduism Islam	6 (4+2)	6 (3+3)
EYFS	EYFS 10	Prayer	What is prayer?		Buddhism Islam Judaism	6 (4+2)	6 (3+3)
EYFS	EYFS 11	Special Times	How do you celebrate special times?		Hinduism Islam Judaism Sikhism	6 (4+2)	6 (3+3)

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Key Stage	Unit	Title	Question	Link to UC**	Link to World Faiths and World Views	Number of Hours (VA*)	Number of Hours (VC & C*)
KS1	1.1	Harvest	How can we help those who do not have a good harvest?		How do people of Jewish faith celebrate the harvest? Judaism	5 (3+2)	5 (2+3)
KS1	1.2	Creation	What are your favourite things that God created?	✓	What do people of Muslim and Hindu faith believe about how God made the world? Hinduism Islam	6 (4+2)	6 (3+3)
KS1	1.3	Christmas	Why do we give and receive gifts?	✓	Hinduism Islam	5 (4+1)	5 (4+1)
KS1	1.4	Jesus	What made Jesus special?			6	6
KS1	1.5	Easter	What do you think is the most important part of the Easter story?	✓		5	5
KS1	1.7	Baptism	Why is Baptism special?		How do people of world faiths welcome new babies? Hinduism Islam Sikhism Humanism	7 (4+3)	7 (3+4)
KS1	1.8	Joseph	Why is Joseph a Bible hero?			5	5

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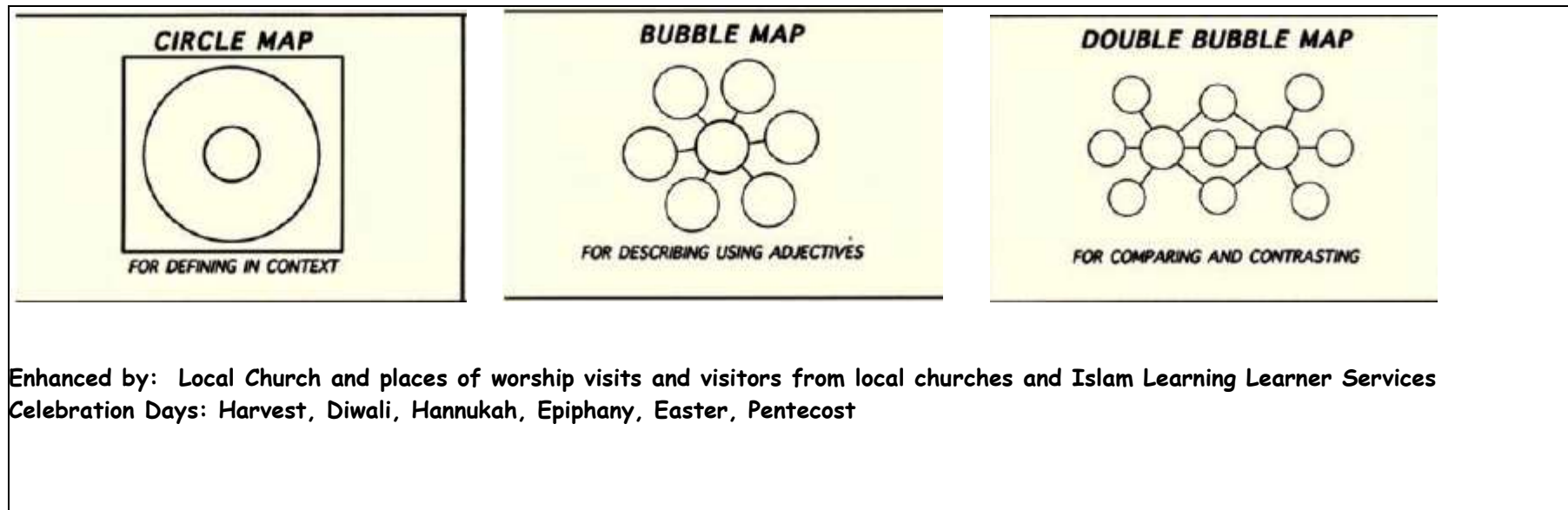
Key Stage	Unit	Title	Question	Link to UC**	Link to World Faiths and World Views	Number of Hours (VA*)	Number of Hours (VC & C*)
KS1	1.9	My world Jesus world	How is the place where Jesus lived different from how we live now?		Judaism	5 (4+1)	5 (3+2)
KS1	2.1	The Bible	Why is the Bible such a special book?		Do people of all world faiths have holy books? Islam Judaism Sikhism	10 (6+4)	10 (4+6)
KS1	2.2	Christmas	Why was the birth of Jesus such good news?	✓		5	5
KS1	2.3	Jesus	Why did Jesus welcome everyone?	✓		6	6
KS1	2.4	Easter	How do symbols help us to understand the Easter story?	✓		5	5
KS1	2.5	The Church	Why is the church a special place for Christians? <i>Methodist schools can include Year 2 materials from the Methodist Resources RE Today in this unit.</i>		Why are holy buildings important to people of faith? Hinduism Islam Judaism	10 (6+4)	10 (4+6)
KS1	2.6	Ascension and Pentecost	What happened at the Ascension and Pentecost?			4	4
KS1	2.7	Christmas	Why do the people in the nativity story travel to Bethlehem?			5	5

Core Skill Progression:

	Year 1	Year 2		Year 1	Year 2			
AF1: Thinking about Religion and Belief	<ul style="list-style-type: none"> • Recall features of Religious, spiritual and moral stories and other forms of religious expression • Recognise and name features of Religions and beliefs 	<ul style="list-style-type: none"> • Retell Religious, spiritual and moral stories • Identify how Religion and belief is expressed in different ways • Identify similarities and differences in features of Religions and beliefs 	Beliefs and Teachings (What people believe)	Recount outlines of some Religious stories	Retell Religious stories and identify some Religious beliefs and teachings	Identity and Experience (Making sense of who we are)	Identify aspects of own experience and feelings, in Religious material studied	Respond sensitively to the experiences and feelings of others, including those with a faith
AF2: Enquiring, Investigating and Interpreting	<ul style="list-style-type: none"> • Identify what they find interesting and puzzling in life • Recognise symbols and other forms of religious expression 	<ul style="list-style-type: none"> • Recognise that some questions about life are difficult to answer • Ask questions about their own and others' feelings and experiences • Identify possible meanings for symbols and other forms of religious expression 	Practices and Lifestyles (What people do)	Recognise features of Religious life and practice	Identify some Religious practices, and know that some are characteristic of more than one Religion	Meaning and Purpose (Making sense of life)	Identify things they find interesting or puzzling, in Religious materials studied	Realise that some questions that cause people to wonder are difficult to answer
			Expression and Language (How people express themselves)	Recognise some Religious symbols and words	Suggest meanings in Religious symbols, language and stories	Values and Commitment (Making sense of right and wrong)	Identify what is of value and concern to themselves, in Religious material studied	Respond sensitively to the values and concerns of others, including those with a faith, in Relation to matters of right and wrong

Additional faith days will support the curriculum beyond the weekly teaching of R.E.

Faith days will cover six faiths: Hinduism, Sikhism, Judaism, Islam, Christianity (non-Anglican), Buddhism.



QUESTFUL RE – CURRICULUM CONTENTS

Key Stage	Unit	Title	Question	Link to UC**	Link to World Faiths and World Views	Number of Hours (VA*)	Number of Hours (VC & C*)
LKS2	3.1	Called by God	What does it mean to be called by God?	✓	Local Faith Leaders: Who are they and what do they do? Hinduism Islam Judaism Sikhism	8 (6+2)	8 (4+4)
LKS2	3.2	Christmas	How does the presence of Jesus impact on people's lives?			5	5
LKS2	3.3	Jesus	How did/does Jesus change lives?	✓		6	6
LKS2	3.4	Easter	Is the cross a symbol of sadness or joy?	✓		5	5
LKS2	3.5	Rules for living	Which rules should we follow?	✓	Does everybody follow the same rules? Why? Why not? Buddhism Islam Sikhism Humanism	12 (6+6)	12 (5+7)
LKS2	3.6	Harvest	How do people of faith say thank you to God for the harvest?		How do people of faith say thank you to God for the Harvest? Judaism Hinduism	5 (3+2)	5 (2+3)
LKS2	4.1	David and the Psalms	What values do you consider to be important?			6	6

Key Stage	Unit	Title	Question	Link to UC**	Link to World Faiths and World Views	Number of Hours (VA*)	Number of Hours (VC & C*)
LKS2	4.2	Christmas	Why is Jesus described as the light of the world?		Why is light an important symbol in world faiths? Judaism	6 (4+2)	6 (4+2)
LKS2	4.3	Jesus	Why do Christians believe Jesus is the Son of God?		Why do Jewish people believe that the Sabbath/Shabbat is so important? Judaism	9 (7+2)	9 (6+3)
LKS2	4.4	Easter	A story of betrayal or trust?	✓	What do world faiths say about forgiveness? Hinduism Islam Judaism Sikhism	6 (5+1)	6 (4+2)
LKS2	4.5	The Church	Are all churches the same?		Are all places of worship the same? Do people worship God in the same way? Hinduism Islam Judaism Sikhism	12 (6+6)	12 (5+7)
LKS2	4.6	Prayer	What is prayer? <i>Methodist schools can include Year 4 materials from the Methodist Resources RE Today in this unit.</i>		How do people of world faiths pray? Buddhism Hinduism Islam Judaism	6 (4+2)	6 (2+4)

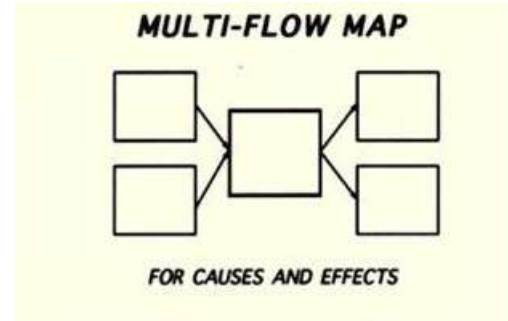
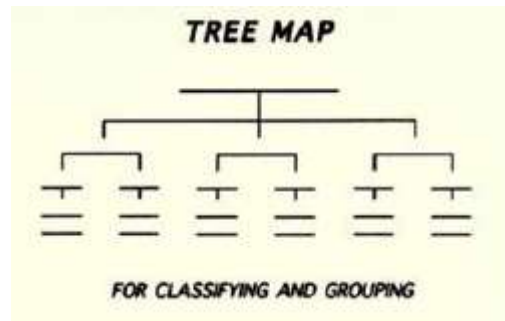
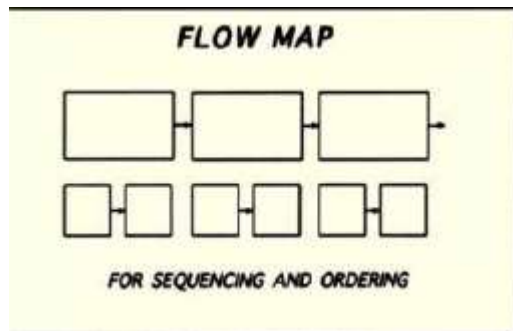
Core Skill Progression:

Year 3	Year 4	Year 3	Year 4	Year 3	Year 4
<ul style="list-style-type: none"> • Make links between beliefs, stories and practices • Identify the impacts of beliefs and practices on people's lives • Identify similarities and differences between Religions and beliefs 	<ul style="list-style-type: none"> • Comment on connections between questions, beliefs, values and practices • Describe the impact of beliefs and practices on individuals, groups and communities • Describe similarities and differences within and between Religions and beliefs 	<p>Describe some Religious beliefs and teachings of Religions studied, and their importance</p>	<p>Describe the key beliefs and teachings of the Religions studied, connecting them accurately with other features of the Religions making some comparisons between Religions</p>	<p>Compare aspects of their own experiences and those of others, identifying what influences their lives</p>	<p>Ask questions about the significant experiences of key figures from Religions studied and suggest answers from own and others' experiences, including believers</p>
<ul style="list-style-type: none"> • Investigate and connect features of Religions and beliefs • Ask significant questions about Religions and beliefs • Describe and suggest meanings for symbols and other forms of Religious expression 	<ul style="list-style-type: none"> • Gather, select, and organise ideas about Religion and belief • Suggest answers to some questions raised by the study of Religions and beliefs • Suggest meanings for a range of forms of Religious expression, using appropriate vocabulary 	<p>Describe how some features of Religions studied are used or exemplified in festivals and practices</p>	<p>Show understanding of the ways of belonging to Religions and what these involve</p>	<p>Compare their own and other people's ideas about questions that are difficult to answer</p>	<p>Ask questions about puzzling aspects of life and experiences and suggest answers, making reference to the teaching of Religions studied</p>
		<p>Make links between Religious symbols, language and stories and the beliefs or ideas that underlie them</p>	<p>Show, using technical terminology, how Religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for some symbols, stories and language</p>	<p>Make links between values and commitments, including Religious ones, and their own attitudes or behaviour</p>	<p>Ask questions about matters of right and wrong and suggest answers that show understanding of moral and Religious issues</p>

Additional faith days will support the curriculum beyond the weekly teaching of R.E.

Faith days will cover six faiths: Hinduism, Sikhism, Judaism, Islam, Christianity (non-Anglican), Buddhism.

Use previous thinking maps and extend by using:



Enhanced by: Local Church and places of worship visits, visit to Rochdale - Neeli Mosque and visitors from local churches and Islam Learning Learner Services,

Celebration Days: Harvest, Diwali, Hannukah, Epiphany, Easter, Pentecost

QUESTFUL RE – CURRICULUM CONTENTS

Key Stage	Unit	Title	Question	Link to UC**	Link to World Faiths and World Views	Number of Hours (VA*)	Number of Hours (VC & C*)
UKS2	5.1	The Bible	How and why do Christians read the Bible?		Why are sacred texts so important to people of faith? Hinduism Islam Judaism Sikhism	12	12
UKS2	5.2	Christmas	How do our celebrations reflect the true meaning of Christmas?	✓		5	5
UKS2	5.3	Jesus	Why do Christians believe Jesus was a great teacher?	✓		6	6
UKS2	5.4	Easter	Why do Christians believe that Easter is a celebration of Victory?	✓		5	5
UKS2	5.5	Old Testament Women	Did she make the right choice?		Did she make the right choice? Judaism	7 (5+2)	7 (4+3)
UKS2	5.6	Loss Death and Christian hope	Is death an ending or a beginning?	✓	How do people of World Faiths mark the end of life? Buddhism Hinduism Islam Humanism	6 (4+2)	6 (3+3)
UKS2	5.7	Christmas	How is Christmas celebrated around the world?			5	5
UKS2	5.8	Daniel	Daniel, did he make the right choice?		Judaism	6	6
UKS2	5.9	St Paul	How did the news of Jesus resurrection spread around the world?	✓		6	6

QUESTFUL RE – CURRICULUM CONTENTS

Key Stage	Unit	Title	Question	Link to UC**	Link to World Faiths and World Views	Number of Hours (VA*)	Number of Hours (VC & C*)
UKS2	6.1	Life as a journey	Is every person's journey the same?		Why do people of faith make pilgrimages? Hinduism Islam Judaism Sikhism	10 (6+4)	10 (4+6)
UKS2	6.2	Advent	How do Christians prepare for Christmas?	✓		5	5
UKS2	6.3	The Eucharist	Why do Christians celebrate the Eucharist?			3	3
UKS2	6.3A	The Exodus	Why is the Exodus such a significant event in Jewish and Christian history?		Judaism	6 (4+2)	6 (4+2)
UKS2	6.4	Jesus	Who was Jesus? Who is Jesus?	✓	Who was Jesus? Buddhism Hinduism Islam Judaism Sikhism	5 (3+2)	5 (2+3)
UKS2	6.5	Ascension and Pentecost	What is the importance of Ascension and Pentecost to Christians?	✓		4	4
UKS2	6.6	God	What is the nature and character of God?	✓	Have you discovered any beliefs about God in common across different faiths? Hinduism Islam	8 (5+3)	8 (3+5)
UKS2	6.7	People of faith	How does having faith affect people's lives? <i>Methodist schools can include Year 6 materials from the</i>		How does having faith affect people's lives? Buddhism Hinduism Islam	7 (4+3)	7 (3+4)

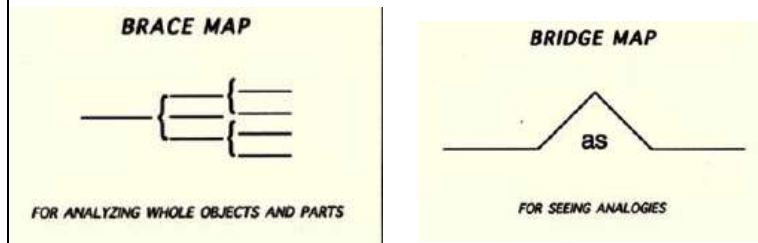
Core Skill Progression:

Year 5	Year 6	Year 5	Year 6	Year 5	Year 6
<ul style="list-style-type: none"> • Explain connections between questions, beliefs, values and practices in different belief systems • Recognise and explain the impact of beliefs and ultimate questions on individuals and communities • Explain how and why differences in belief are expressed. 	<ul style="list-style-type: none"> • Use Religious and philosophical terminology and concepts to explain religions, beliefs and value systems • Explain some of the challenges offered by the variety of Religions and beliefs in the contemporary world • Explain the reasons for, and effects of, diversity within and between Religions, beliefs and cultures. 	<p>Explain how some beliefs and teachings are shared by different Religions and how they make a difference to the lives of individuals and communities</p>	<p>Make comparisons between the key beliefs, teachings and practices of the Christian faith and other faiths studied, using a wide range of appropriate language and vocabulary.</p>	<p>Make informed responses to questions of identity and experience in the light of their learning</p>	<p>Discuss and express their views on some fundamental questions of identity, meaning, purpose and morality Related to Christianity and other faiths.</p>
<ul style="list-style-type: none"> • Suggest lines of enquiry to address questions raised by the study of Religions and beliefs • Suggest answers to questions raised by the study of Religions and beliefs, using relevant sources and evidence • Recognise and explain diversity within Religious expression, using appropriate concepts. 	<ul style="list-style-type: none"> • Identify the influences on, and distinguish between, different viewpoints within Religions and beliefs • Interpret Religions and beliefs from different perspectives • Interpret the significance and impact of different forms of Religious and spiritual expression 	<p>Explain how selected features of Religious life and practice make a difference to the lives of individuals and communities</p>	<p>Explain in detail the significance of Christian practices, and those of other faiths studied, to the lives of individuals and communities.</p>	<p>Make informed responses to questions of meaning and purpose in the light of their learning</p>	<p>Express their views on some fundamental questions of identity, meaning, purpose and morality Related to Christianity and other faiths</p>
		<p>Explain how some forms of Religious expression are used differently by individuals and communities</p>	<p>Compare the different ways in which people of faith communities express their faith.</p>	<p>Make informed responses to people's values and commitments (including Religious ones) in the light of their learning</p>	<p>Make informed responses to people's values and commitments (including Religious ones) in the light of their learning They will use different techniques to reflect deeply</p>

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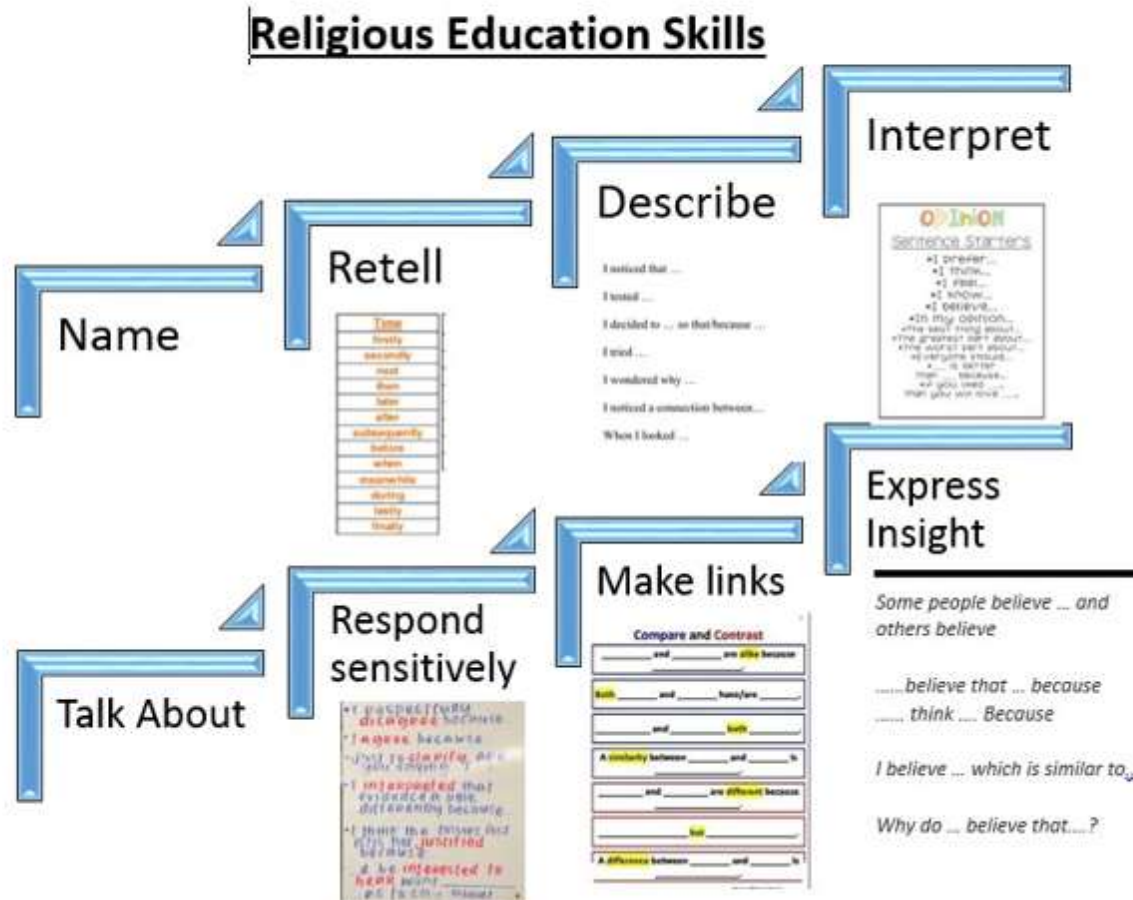
Use previous thinking maps more confidently and extend by using:



Enhanced by: Local Church and places of worship visits, visit to York Minster, visitors from local churches and Islam Learning Learner Services, Visits to Liverpool Cathedral and Liverpool Metropolitan Cathedral
Celebration Days: Harvest, Diwali, Hannukah, Epiphany, Easter, Pentecost

How do we assess in Religious Education?

Key Stage 1:



In my opinion ...
I prefer ...
I think ...
I feel ...
I know ...
I believe ...
The best thing about ...
Everyone should ...

I agree with ... because ...
I still have questions about ...
I want to add to what ... said about ...
Based on my evidence, I think ...
I don't know what you mean by ...
I disagree with the use of that evidence, because ...
A question I have is ...
An example of ... is ...
Your evidence is the same/different, because ...

*To add on...
*This makes me realise...
*This is important because...
*This gives me the idea that...
*The reason for this is...
*Another reason is...
*This connects with...
*On the other hand...
*Could the reason be...
*This is similar to...
*This is different from...
*I think ... reports better...
*This might be here because...
*Many people think... but I think...
*I used to think... but now...

though
yet
nevertheless
whereas
on the other hand
despite this
in spite of
while
similarly

Key Stage 2

Religious Education Skills

