



Religious Education Progression

Overview:

All children in our school are taught a weekly RE lesson. Learning sequences begin with big questions and children are encouraged to think deeply about their opinions, knowledge and understanding whilst exploring faith. Our curriculum is based on a spiral model where key concepts are revisited as children progress through the school, but each time there is further challenge as it is explored through a slightly different lens.

The Dorset agreed RE syllabus aims to support the development of pupils' religious literacy and personal development by:

- i. Enabling children and young people to become discerning, respectful human beings who are aware of their own and others' beliefs and the impact of these on the ways they choose to live their lives (lived experience).
- ii. Providing them with substantive and cumulatively sufficient knowledge about religion and worldviews, insight into the nature of faith and belief and the skills with which to consider these.
- iii. Developing pupils' ability to consider religion and worldviews through different 'ways of knowing' including their personal lenses.
- iv. Supporting pupils to appreciate and develop their own personal worldview.



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Religious Education (RE) Progression - (Understanding Christianity – God/Creation)

Concept: Creation						
EYFS (Year A)	Y1/2 (Year A & Year B)	Y1/2 (Year B)	Y3/4 (Year A)	Y3/4 (Year B)	Y5/6 (Year A)	Y5/6 (Year B)
Why is the word 'God' so important to Christians?	Who made the world? (DD)/Who made the world? (Core)	What do Christians believe God is like?	What do Christians learn from the Creation Story?	What do Christians learn from the Creation Story? (DD)	Creation & Science – conflicting or complementary? (DD)	Creation & Science – conflicting or complementary?
<i>To know that:</i> The word God is a name. Christians believe God is the creator of the universe. Christians believe God made our wonderful world and so we should look after it.	<i>To know that:</i> Christians believe that God created the universe. To describe what the Creation story in the Bible tells Christians about God, Creation and the world. To describe one example of what Christians do to say thank you for God for Creation. To retell the story of creation from Genesis 1:1–2.3, simply. To recognise that 'creation' is the beginning of the 'big story' of the Bible.	<i>To know:</i> what a parable is and re-tell the story of the Lost Son simply, and recognise a link with the concept of God as a forgiving Father. Give clear, simple accounts of what the story means to Christians. Give at least two examples of a way in which Christians show their belief in God as loving and forgiving; for example, by saying sorry; by seeing God as welcoming them back; by forgiving others. Give an example of how Christians put their beliefs into practice in	<i>To know that Christians believe:</i> God the Creator cares for the creation, including human beings. As human beings are part of God's good creation, they do best when they listen to God. The Bible tells a story (in Genesis 3) about how humans spoiled their friendship with God (sometimes called 'the Fall'). This means that humans cannot get close to God without God's help. The Bible shows that God wants to help people to be close to him – he keeps his relationship with them, gives them guidelines on good ways to live (such as the Ten Commandments), and offers forgiveness even when they keep on falling short. Christians show that they want to be close to God too, through obedience and worship, which includes saying sorry for falling short.	<i>To know that:</i> The Bible tells a story (in Genesis 3) about how humans spoiled their friendship with God (sometimes called 'the Fall'). This means that humans cannot get close to God without God's help. The Bible shows that God wants to help people to be close to him — he keeps his relationship with them, gives them guidelines on good ways to live (such as the Ten Commandments), and offers forgiveness even when they keep on falling short. Christians show that they want to be close to God too, through obedience and worship, which includes saying sorry for falling short.	<i>To know that:</i> Identify the type of text that Psalm 8 is, and its purpose. Explain what Psalm 8 has to say about the idea of God as Creator and the place of humans in Creation. Make clear connections between Psalm 8 and some ways Christians respond to God as Creator. Show understanding of why some Christians find science and faith compatible. Respond to the idea that humans have great responsibility for the Earth. Weigh up how well humans are responding to this responsibility, taking into account religious and non-religious viewpoints..	<i>To know that:</i> To understand the importance of Creation on the timeline of the 'big story' of the Bible. To identify the key areas arising from the study of Genesis 1. To know that Christians believe there are clear connections between Genesis 1 and God as Creator. To explore the debate around the relationship between the accounts of creation in Genesis and contemporary scientific accounts



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		worship; by saying sorry to God, for example. Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas.				
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Religious Education (RE) Progression - (Understanding Christianity - Incarnation)

Concept: Incarnation						
EYFS	Y1/2 (Year A)	Y1/2 (Year B)	Y3/4 (Year A)	Y3/4 (Year B)	Y5/6 (Year A)	Y5/6 (Year B)
Why do Christians perform nativity plays at Christmas?	Why does Christmas matter to Christians? (DD)	Why does Christmas matter to Christians?	What is the Trinity? (DD)	What is the Trinity?	Was Jesus the Messiah? (DD)	Was Jesus the Messiah?
<i>To know that:</i> Jesus is God's son. Christians believe God came to Earth in human form as Jesus. Christians believe Jesus came to show that all people are precious and special to God. To re-tell the key events within the Nativity story, with support from props.	<i>To know that:</i> Incarnation is part of the 'Big Story' of the Bible. Tell the story of the birth of Jesus and recognise the link between Jesus' birth and Incarnation - Jesus is 'God on Earth'. Give at least two examples of ways in which Christians use the nativity story in churches and at home; for example, using nativity scenes and carols to celebrate Jesus' birth. Think, talk and ask questions about the Christmas story and the lessons they might learn from it: for example, about being kind and generous.	<i>To know that:</i> Incarnation is part of the 'Big Story' of the Bible. To know the key parts of the story of the birth of Jesus. To know why Jesus' birth is important for Christians. To recognise the link between Jesus' birth and Incarnation. -That Jesus is 'God on Earth'. To understand that the Gospels tell us stories of Jesus' life. To describe how Christians use their belief to guide their actions at Christmas.	<i>To know that:</i> Identify John 1 as part of a 'Gospel', noting some differences between John and the other Gospels. Offer suggestions for what texts about God might mean. Give examples of what the texts studied mean to some Christians. Describe how Christians show their beliefs about God the Trinity in the way they live. Make links between some of the texts and teachings about God in the Bible and what people believe about God in the world today, expressing some ideas of their own clearly.	<i>To know that:</i> To identify the difference between a 'Gospel', which tells the story of the life and teaching of Jesus, and a letter. Describe how Christians show their beliefs about God the Trinity in worship (e.g. in baptism and prayer) and in the way they live To know that Christians believe God is Trinity: Father, Son and Holy Spirit To understand that Christians believe that The Father creates; that he sends the Son who saves his people; that the Son sends the Holy Spirit to his followers. To understand that although Christians worship God as Trinity. It is a huge idea to grasp and Christians have created art to help express this belief	<i>To know that:</i> Explain connections between biblical texts and the idea of Jesus as Messiah, using theological terms. Make clear connections between the texts and what Christians believe about Jesus as Messiah; for example, how they celebrate Palm Sunday. Show how Christians express their beliefs about Jesus as Prince of Peace and as one who transforms lives, through bringing peace and transformation in the world. Weigh up how far the world needs a Messiah, expressing their own insights.	To understand the place of Incarnation and Messiah within the 'big story' of the Bible. To know that Christians put their beliefs about Jesus' Incarnation into practice in different ways when celebrating Christmas. To know that Jesus was Jewish. To know that Christians believe Jesus is God in the flesh. To understand that Christians believe that Jesus' birth, life, death and resurrection were part of a longer plan by God to restore the relationship between humans and God. To know that the Old Testament talks about a 'rescuer' or 'anointed one': a messiah.



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				To know that Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling people to follow Jesus To understand that Christians show their beliefs about God the Trinity in different ways (e.g. worship, baptism and prayer, and in the way they live).		
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Religious Education (RE) Progression - (Understanding Christianity - Salvation)

Concept: Salvation						
EYFS	Y1/2 (Year A)	Y1/2 (Year B)	Y3/4 (Year A)	Y3/4 (Year B)	Y5/6 (Year A)	Y5/6 (Year B)
Why do Christians put a cross in an Easter garden?	Why does Easter matter to Christians?(DD)	Why does Easter matter to Christians?	Why do Christians call the day Jesus died 'Good Friday'? (DD)	Why do Christians call the day Jesus died 'Good Friday'?	What difference does the resurrection make for Christians?	What did Jesus do to save human beings?
<i>To know that:</i> Christians remember Jesus' last week at Easter. Jesus' name means 'He saves'. Christians believe Jesus came to show God's love. Christians try to show love to others.	<i>To know that:</i> Christians believe Jesus rose again, giving people hope of a new life. To know that Salvation is part of a 'big story' of the Bible. Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people). To know that Jesus gives instructions about how to behave. To describe how Christians show their beliefs about Jesus' death and resurrection, in church worship at Easter.	<i>To know that:</i> Easter is very important in the 'big story' of the Bible. Tell stories of Holy Week and Easter and make a link with the idea of Salvation (Jesus rescuing people). Give at least three examples of how Christians show their beliefs about Jesus as saviour in church worship. Think, talk and ask questions about whether the text has something to say to them (for example, about whether forgiveness is important), exploring different ideas.	<i>To know that:</i> Offer suggestions about what the narrative of the Last Supper, Judas' betrayal and Peter's denial might mean. Give examples of what the texts studied mean to some Christians. Make clear links between Gospel texts and how Christians remember, celebrate and serve on Maundy Thursday, including Holy Communion. Describe how Christians show their beliefs about Jesus in their everyday lives: for example, prayer, serving, sharing the message and the example of Jesus. Raise questions and suggest answers about how serving and celebrating, remembering and betrayal, trust and standing up for your beliefs might make a difference to how pupils think and live.	<i>To know that:</i> To order Creation, Fall, Incarnation, Gospel and Salvation within a timeline of the Bible's 'big story' To make simple links between Gospel texts and how Christians mark the Easter events in their church communities To describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship To know that Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection. To know that the various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to earth to do.	<i>To know that:</i> To outline the timeline of the 'big story' of the Bible, explaining the place within it of the ideas of Incarnation and Salvation. To explore the Gospel accounts of Jesus' death and resurrection. To explain connections between Luke 24 and the Christian concepts of sacrifice, resurrection, salvation, incarnation and hope. To know that Christians remember Jesus' sacrifice through the service of Holy Communion	<i>To know that:</i> To order the timeline of the 'big story' of the Bible, explaining how incarnation and salvation fit within it. To explain what Christians mean when they say that Jesus' death was a sacrifice. Jesus calls them to sacrifice their own needs to the needs of others, and some are prepared to die for others and for their faith. To explain connections between Isaiah 53, John 19 and the key concepts of Messiah, Sacrifice and Salvation



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Key vocabulary	Christian, God, creator, universe, church	Creation, fall, sin, creator, harvest, responsibility	Jesus, God, Gospels, thankful, Bethlehem, incarnation	Adam and Eve, caretakers, Creation, fall short, forgiveness, guidelines, Genesis, obedience, steward, stewardship, The Fall, 10 commandments, worship	The Fall, temptation, obedience, worship, responsibility, 10 commandments	conflicting complimentary interpretation genre purpose scientific account of cosmology a scientific account of evolution	Controversial, creation, Genesis
	Earth, God, human, Jesus, special, Christians	Advent, incarnation, Father, Son, thanks, gratitude, Good news, Angel Gabriel, Nazareth, wreath	Symbol, crucifixion, resurrection, saviour, forgiveness	Trinity God the Father; God the son; God the Holy Spirit Baptism Gospel letter symbols, similes and metaphors	Trinity, Holy Spirit, God, Jesus, baptism, prayer	Messiah saviour prophecy Messianic expectations Old Testament New Testament	Messiah, prophesy, saviour, flesh, anointed
	Jesus, saves, Easter. love	Resurrection, salvation, holy week, worship		Eucharist, Holy Communion, Passover, Maundy Thursday	Palm Sunday, Good Friday, Easter Sunday, crucifixion, resurrection	Gospel, Lord's supper, Holy communion, sacrifice, resurrection, crucifixion	Eternity, eternal, sacrifice, hope



Religious Education (RE) Progression - (Judaism: Knowledge and Skills)

Judaism: Knowledge and Skills						
EYFS	Y1/2 (Year A)	Y1/2 (Year B)	Y3/4 (Year A)	Y3/4 (Year B)	Y5/6 (Year A)	Y5/6 (Year B)
How do people celebrate? What can we learn from stories?	What is the Torah and why is it important to Jews? What do celebration foods and activities teach us about important stories for Jewish people	What special objects do Jewish people have in their homes and why are they important?	Why do Jewish people celebrate Shabbat?		What do the 'foot festivals' mean in Judaism today?	Why is the Torah so important for Jewish people?
<i>To be able to:</i> Talk about how they feel during celebrations and comment on how others might feel. Listen with enjoyment to stories and respond with relevant comments, questions or actions. Vocabulary: Celebration,, Religion, Festival Judaism,Jewish Hanukkah, Diwali, Eid, Christians, Bible, Muslims, Torah, Believer,	<i>To be able to:</i> Retell the story of Moses and the Ten Commandments. Recognise some ways in which Jewish people remember God. Talk thoughtfully and ask questions about how artefacts are used and their meanings. Understand that the Torah is valued by Jewish people. Respond sensitively to questions about the Torah and about the reasons why Jewish people value it. In matters of right and wrong, are able to recognise their own values and those of others.	<i>To be able to:</i> Recognise some ways in which Jewish people remember God, e.g. by choosing some objects that are used in a Jewish household or in Jewish worship. Ask good questions about how Jewish artefacts are used, and their meanings; Talk thoughtfully about how a Jewish artefact might be used, and why, or about a meaning in a Jewish story. Ask and respond to questions about some ways that Jewish people remember	<i>To know that:</i> Shabbat is important to Jewish children. Shabbat is the day of rest in the Jewish religion. Jews carry out important rituals to reflect their belief during Shabbat. Shabbat (Sabbath) is celebrated both in the home and the synagogue. The main requirement is that no work should be attempted from sunset on Friday until sunset on Saturday. The start of Shabbat is marked with a special meal and ceremony in the home. When worshipping, Jews wear a skull cap called a kippah. A kippah is usually worn by men as a sign of respect to God. The Jewish holy books (Tenakh) contain core beliefs and stories. Pupils can: explore and describe a story		<i>To be able to:</i> Describe how Jews remember religious stories through their actions during at least two festivals. Identify and describe how the pilgrimage festivals are linked to the Jewish concept of God. Pupils can explain some key Jewish beliefs about God, referring to quotations from two examples of Jewish texts – e.g. a creation	<i>To be able to:</i> Identify and explain Jewish beliefs about God Give examples of some texts that say what God is like and explain how Jewish people interpret them Make clear connections between Jewish beliefs about the Torah and how they use and treat it Make clear connections between Jewish commandments and how Jews live Give evidence and examples to show how Jewish people



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Jews, Qur'an, Special	Express ideas about the value of times of reflection, thanksgiving, praise and remembrance Vocabulary: Torah, Mezuzah, Moses, Hebrew, Rabbi, Synagogue, Hanukah, Shabbat, Rosh Hashanah, Purim	God, e.g. in stories about Hanukkah and Shabbat Find out about and respond to how the mezuzah is used in a Jewish home and how it reminds Jewish people about God. Vocabulary: Torah, Hanukah, Shabbat, Rosh Hashanah, Purim, Shavuot	that shows what Jewish people believe about God as rescuer or source of hope at festivals like Pesach, Purim or Hanukkah. • Pupils can make links for themselves between some Jewish teachings and how Jewish people live, exploring big questions about God and stories. • Pupils can express their own ideas about God as a rescuer or source of hope in relation to the Jewish stories and festivals they study. Vocabulary: Judaism, Torah, Synagogue, Hebrew, Ten Commandments, Shabbat, Kippah, Kiddush cup, Havdalah candle, Orthodox, Progressive		narrative, the Shema, a psalm. Vocabulary: Torah, Hebrew, Synagogue, Kosher, Orthodox Progressive, Shabbat, Jerusalem, Pesach,(Passover) Seder	put their beliefs into practice in different ways Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today Consider and weigh up the value of e.g. tradition, ritual, community, study and worship in the lives of Jews today and articulate responses on how far they are valuable to people who are not Jewish Vocabulary: Torah, Sefer Torah, Orthodox. Pesach (Passover), Synagogue, Kosher, Progressive, Kashrut, Secular
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Religious Education Progression – (Sanatana Dharma: Knowledge and Skills)

Sanataniism: Knowledge and Skills						
EYFS	Y1/2 (Year A)	Y1/2 (Year B)	Y3/4 (Year A)	Y3/4 (Year B)	Y5/6 (Year A)	Y5/6 (Year B)
How do people celebrate? What can we learn from stories of different religions?			How, why and where do Sanatani people worship?	What do Hindus believe God is like?	How does the dharma at each stage of life help Sanatanis to be good?	Worship within religions – what is similar and what is different?
Talk about how they feel during celebrations and comment on how others might feel. Listen with enjoyment to stories and respond with relevant comments, questions or actions.			<i>To be able to:</i> Talk about how and why a Sanatani artefact might be used in worship. Ask and respond to questions about some ways that Sanatani people put their religion into action. Make links between Sanatani teachings and the way in which people live. Vocabulary: Sanatani, Puja, Mandir, Murti, Diva Tilak mark, Sanatan Dharma Aum, Diwali, Lakshmi	<i>To be able to:</i> Identify some Hindu deities and say how they help Hindus describe God Make clear links between some stories and what Hindus believe about God Offer informed suggestions about what Hindu murtis express about God Make simple links between beliefs about God and how Hindus Identify some different ways in which Hindus worship Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today Make links between the Hindu idea of everyone having a 'spark' of God in them and ideas about the value of people in the world today, giving good reasons for their idea	<i>To be able to:</i> Explain how goals and stages of life plus daily duties/activities influence Sanatani ideas about how to live a good life. Describe ways in which Sanatanis in a variety of situations may seek to live according to their dharma. Vocabulary: Ashrama, Varna, Purusharthas, Moksha, Atman	<i>To be able to:</i> Identify and explain Christian, Jewish, Sanatani and Muslim beliefs and practices about worship. Give evidence and examples to show how people put their beliefs into practice in different ways. Vocabulary: adhan, Amidah, Communion, Orthodox, Protestant, Reform, Roman Catholic, Shema, Shi'a, Sunni, tallith, turbah, transubstantiation



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				Vocabulary: Hindu/Sanatani, Brahman, Deity, Namaste, Shiva, Aum, Atman, Lakshmi, Vishnu, Brahma		
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Religious Education (RE) Progression - (Islam: Knowledge and Skills)

Islam: Knowledge and Skills							
EYFS	Y1/2 (Year A)	Y1/2 (Year B)	Y1/2 (Year B)	Y3/4 (Year A)	Y3/4 (Year B)	Y5/6 (Year A)	Y5/6 (Year B)
How do people celebrate? What can we learn from stories? What makes places special?	What do Muslims believe about God?	What are the 5 Pillars of Islam and why are they important to Muslims?	Who is a Muslim and how do they live?	Why is the Qur'an treated with such respect?		What does it mean to be a Muslim in Britain today?	
To reflect on how Muslims celebrate Eid. To retell a story that is special to Muslims. To know that the mosque is a special place for Muslims.	<i>To be able to:</i> Identify one or two core beliefs that Muslims have about God, and give a simple description of those beliefs. Give clear, simple accounts of what a story about God might mean to many Muslims. Give examples of how some Muslim people use stories about God and the Prophet Muhammad, to guide some ways they behave. Think, talk and ask questions about their ideas about God and whether they are the same as the ideas they have been learning about. Vocabulary: Muslim, Allah, God, Qur'an, 99 names,	<i>To be able to:</i> understand what commitment means in Islam. To know and remember there are five pillars in Islam – Religious duties that are required of every Muslim. The Shahadah – Call to faith, Salat – The role of prayer in a Muslim's life, Sawm – Call to fasting, Zakat – Giving to charity, Hajj – The importance of pilgrimage. To understand how a Muslim shows commitment to God (Allah) and draws closer to him through the five pillars. Vocabulary: Islam, Muslim, Zakat,	<i>To be able to:</i> Recognise the words of the Shahadah and that it is very important for Muslims. Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names, and give a simple description of what some of them mean. Give examples of how stories about the Prophet show what Muslims believe about Muhammad. Give examples of how Muslims use the Shahadah to show what matters to them. Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions.	<i>To be able to:</i> Identify what is important for Muslims about their holy book. Think, talk and ask questions about words that matter and sacred words. Explain why the history of the Qur'an makes the Birmingham copy so significant for Muslims in Britain.		<i>To be able to:</i> Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad. Describe and reflect on the significance of the Holy Qur'an to Muslims Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils. Make connections between the key functions of the mosque and the beliefs of Muslims.	



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	Tawhid, Prophet Muhammad, Prophet Ibrahim	commitment ,Shahadah Salat, Mosque, Wudu Makkah, Ka'bah, prayer mat, Islamic compass, Charity, Sawm, fasting, Hajj, Pilgrimage, Ramadan	Give examples of how Muslims put their beliefs about prayer into action. Vocabulary: Muslim, Shahadah, Zakat, Haij, Islam, Prophet, Salah, Sawm, Ramadan, Allah			Vocabulary: Revelation, Angel Jibril, sacred	
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Religious Education (RE) Progression - (Sikhi: Knowledge and Skills)

Y3/4 (Year B)
WF Sikhi <i>What does it mean to be a Sikh in Britain today?</i>
To know that: - Sikhism originated in India and Sikh communities have lived in Britain for a long time - remembering God, honest work and sharing what you have are three important principles in Sikhism - the Guru Granth Sahib can be found in a gurdwara, a Sikh place of worship - that being committed to Sikhism (or any religion) can bring both challenge and inspiration. Vocabulary: Nam Japna , Kirat Karni, Vand Chhakna, gurdwara, Guru Granth Sahib, Punjab, Punjabi



Religious Education (RE) Progression - (Humanism- Knowledge and Skills)

Y3/4 (Year B)	Y5/6 (Year B)
How do non-religious people make ethical decisions?	What matters most to a Humanist and a Christian?
To know: • among other things, humanists value the use of reason, science and conscience when coming to a decision • ethical veganism often affects more than a person's diet • ethical vegans are often motivated by concern for animals and the environment • non-religious people use a variety of values, beliefs and influences to make ethical decisions. Vocabulary: Humanist, Humanism, worldview, values, happy human, naming ceremony, science, dilemma, ethical	To know what Christians mean about humans being made in the image of God . To be able to describe some Christian and Humanist values. Suggest ideas about why humans can be both good and bad, making links with Christian and Humanist ideas Express own ideas about some big moral concepts, such as fairness or honesty, comparing them with the ideas of others studied. Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view. Vocabulary: Reason, Atheist, Empathy, The Golden Rule