



Savile Park Primary School

Progression in RE



	Phase 1 Reception	Phase 2 Year 1 and 2	Phase 3 Years 3 and 4	Phase 4 Years 5 and 6
Religions to be explored	Pupils will learn about basic beliefs, practices and values of: Christianity Islam	Pupils will build on prior knowledge of basic beliefs, practices and values: Christianity Islam Alongside understanding of non-religious approaches to life (Humanist)	Pupils will build on prior knowledge of basic beliefs, practices and values: Christianity Islam Non-religious approaches to life (Humanist) Introduction of Judaism and Sikhism	Pupils will build on prior knowledge of basic beliefs, practices and values: Christianity Islam Non-religious approaches to life (Humanist) Judaism Sikhism You may introduce ideas and values of Buddhist religion to prepare for KS3.
Investigate the beliefs and practices of religions and other world views	The Early Learning Goals for Understanding the World Past and Present <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society; • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. People, Culture and Communities <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; 	Beliefs and authority Retell and suggest meanings for some religious and moral stories, exploring and discussing sacred writings and traditions and recognising the traditions from which they come. Worship and Spirituality Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them. Recognise some different ways that people express beliefs and values, appreciating some similarities between communities.	Beliefs and authority Describe and begin to understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources and traditions and to beliefs and teachings that arise from them in different communities. Worship and Spirituality Describe and begin to make connections between different features of the religions and other world views they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.	Beliefs and authority Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources and traditions and to beliefs and teachings that arise from them in different communities. Reflect on these, find meanings and use these to support their own opinions. Worship and Spirituality Describe and make connections between different features of the religions and other world views they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance. Explore and describe a range of worship and expressions of spirituality so that they can understand different ways of expressing meaning.
Investigate how religions and other world views address questions of meaning, purpose and value	<ul style="list-style-type: none"> • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. The Natural World <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of 	The Nature of Religion and Belief Notice and respond sensitively to some similarities between different religions and other world views in their approach to questions of beliefs and meaning. Ultimate Questions Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.	The Nature of Religion and Belief Observe and understand varied examples of religions and other world views so that they can explain, with simple reasons, their meanings and significance. Ultimate Questions Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth. Apply their ideas and opinions and different forms for example, music, art or poetry.	The Nature of Religion and Belief Observe and understand varied examples of religions and other world views so that they can explain, with detailed reasons, their meanings, similarities, differences and significance on a personal, local and global scale. Ultimate Questions Discuss and present their own and other's views thoughtfully on challenging questions about belonging, meaning, purpose and truth referencing specific examples to support their opinions. Pupils should summarise their understanding, apply a range of ideas and weigh up different points of view.



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<p>Investigate how religions and other world views influence morality, identity and diversity, including:</p>	<p>animals and plants;</p> <ul style="list-style-type: none"> • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 	<p><u>Moral decisions</u> Find out about questions of right and wrong and begin to express their ideas and opinions in response.</p> <p><u>Identity and Diversity</u> Find out about and respond with ideas and examples of co-operation between people who are different.</p>	<p><u>Moral decisions</u> Discuss and apply how beliefs and values may affect choices, ideas about what is right and wrong and what is just and fair, reflecting on their own answers to these questions.</p> <p><u>Identity and Diversity</u> Consider and respond to ideas about ways in which diverse communities can live together for the well-being of all. Discover and explain ideas about community values and respect.</p>	<p><u>Moral decisions</u> Consider how different beliefs and values may affect choices, ideas about what is right and wrong and what is just and fair carefully, comparing and contrasting and giving thoughtful reasons for your responses. Weigh up different points of view, reflecting on how these inform your own choices.</p> <p><u>Identity and Diversity</u> Investigate, summarise and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community values and respect.</p>
<p>Vocabulary</p>		<p>Christian, Christianity, God, Jesus, worship, font, altar, lectern, church, chapel, prayer, the Lord's Prayer, hymn, the Last Supper, vicar, priest, minister, Christmas, Lent, Holy Week, Good Friday, Palm Sunday, Easter, resurrection, Bible, Holy Communion, harvest, baptism, christening, parable, festival, symbol, Old Testament, New Testament, disciple</p> <p>Allah, Qur'an, Prayer, Masjid/Mosque, Dome, Minaret, Prayer hall, Prayer mat, The five pillars, Wudu, Lunar month of Ramadan, Adhaan, Jummah, Eid ul Fitr & Ramadan, fasting.</p> <p>Empathy, Golden Rule, Happy Human, Science, Happiness, Relationships, Humanist, Humanism</p>	<p>Trinity, eternal, covenant, denomination, Roman Catholic, Orthodox, Protestant, charity, dedication, creation, salvation, incarnation, gospel, Messiah, Son of Man, Son of God, Kingdom of Heaven, ascension, communion, eucharist, crucifixion, reconciliation, forgiveness, sacrifice, ritual</p> <p>Prophet Muhammad, Shahadah , Sawm/fasting, Jihad, Zakat, Hajj , Makkah, Night of Destiny (Laylut Al Qadr), Eid ul Adha, Qiblah, Sadaqah, Halal, Haram, Iftar, Ummah, Kabah</p> <p>Torah, Jew, Synagogue, Shabbat, Creation, Rabbi, Moses, Abraham, Exodus, Hebrew, covenant, Torah, Ark, Sabbath/Shabbat, Passover/Pesach, Mezuzah, Kosher, Seder, Tallit, Synagogue, Bimah, Prayer, belief, worship, Yom Kippur, Rosh Hashanah, Hannukah, Purim, tallit, kippah, scroll, shema.</p> <p>Humanist, Humanism, Atheist, Agnostic, Afterlife, Secular, Compassion, Respect, Dignity, Ethics, Evolution, Human Rights</p> <p>Sikhi, Guru, Gurdwara, Langar, Sewa, Guru Nanak, Guru Granth Sahib, India, Panjab, Sikh, Guru Nanak, guru, eternal, non-corporeal, omnipresent, shishya (disciple), Ten Gurus, Guru Arjan, Adi Granth, Guru Granth Sahib, scripture, hukam, vak, kirtan, Guru Gobind Singh, Khalsa, Panj Pyare, 5 Ks, kara.</p>	