



Curriculum Progression Overview

Subject; Religious Education

Through the progression overview of knowledge, we expect the following skills to be developed;

Investigating, reflecting, expressing, interpreting, empathising, applying, discerning, analysing, synthesising, evaluating, enquiring,

| | Year 1 | Year 2 | Year 3` | Year 4 | Year 5 | Year 6 |
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| | School days | Towers, Tunnels, Turrets | Scrumdiddlyumptious | Potions | Greece- Gods and Mortals | Darwin's Delight |
| Autumn 1 | What does it mean to belong to a faith community? 1.7 Begin to appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning. Begin to explore questions about belonging | 1.2 what does it mean to be a Muslim in Britain today ? Describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities. | UC L2.1 what do Christians learn from the Creation story? Explain about beliefs practices and forms of expression influence on individuals. | UC what is the trinity and why is it important for Christians? Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and world views | What does it mean if Christians believe God is holy and loving? Explain who and why individuals and communities express the meanings of their beliefs and values in many different forms | Why do some people believe in God and some people not? 2.1 Explore and express insights into significant moral and ethical questions posed by humans in ways that are well informed, invite personal response drawing on a range of examples. |
| | Splendid skies | Beat Band Boogie | Tribal Tales | Play List | Stargazers | A Child's War |
| Autumn 2 | What do Christians believe God is like? UC Begin to Describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities. | UC 1.3 Why does Christmas matter to Christians? Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom | UC L2.2 What is it like for someone to follow God? Discuss and present thoughtfully their own and others views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their won thoughtfully in different forms including | What does it mean to be a Hindu in Britain today? Describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages | UC Why do Christians believe Jesus was the Messiah Explain and interpret a range of beliefs teachings and sources of wisdom and authority in order to understand religions and ways of seeing the world. Identify investigate and respond to questions posed. | Creation and Science ; conflicting or complementary Examine and evaluate issues about community cohesions and respect for all in the light of different perspectives from varied religions and world views. Enquire |

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| | | Ask and respond to questions about what | | and the ritual which mark important points | | |
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| | Notice and respond to similarities and differences | communities do and why? | (e.g.)reasoning, music, art and poetry | in life in order to reflect thoughtfully on their ideas. | | |
| | Bright Lights Big City | Land Ahoy, Explorers | Pharos | I am warrior | Traders and Raiders; Vikings | Frozen Kingdom |
| Spring 1 | 1.3 Who is a Hindu and what do they believe? Begin to 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. | 1.2 what does it mean to be a Jew in Britain today ? Begin to 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. Notice and respond sensitively to some similarities between different religions and world views. | L2.4 Why do some people pray? Explore and describe a range of beliefs , symbols and actions and ways to express themselves | What does it mean to be a Sikh in Britain today? Describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the ritual which mark important points in life in order to reflect thoughtfully on their ideas. | What does it mean to be Muslim in Britain today? L2.6 Explain the religions and world views which they encounter clearly, reasonably and coherently; evaluate them drawing on a range of introductory level approaches | Is it best to express your belief in arts, architecture or in charity and generosity? L2.5 Explore and express insights into significant moral and ethical questions posed by humans in ways that are well informed, invite personal response drawing on a range of examples. |
| | Paws Claws and whiskers | Street Detectives | Tremors | Blue Abyss | Alchemy Island | Tudors- Off with her head |

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| Spring 2 | Why does Easter matter to Christians? UC Begin to Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom Ask and respond to questions about what communities do and why? | Why does Easter matter to Christians? UC Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom Ask and respond to questions about what communities do and why? | Why are festivals important to religious communities? Describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the ritual which mark important points in life in order to reflect thoughtfully on their ideas. | Why do Christians call the day Jesus died Good Friday? Observe and understand varied examples of religions and world views so that they can explain with reasons their meanings and significance to individuals and communities | What does it mean to be Sikh in Britain today? L2.6 Explain the religions and world views which they encounter clearly, reasonably and coherently; evaluate them drawing on a range of introductory level approaches | What do Christians believe Jesus did to save people? UC u2.5 Observe and interpret a wide range of ways in which commitment and identity are expressed. They develop insightful evaluation and analysis of controversies about commitment to religions and world views. |
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| | | | Describe explain, analyse | | | |
| | Enchanted Woodland | Scented Garden | Mighty Metals | Traders and Raiders Anglo Saxons | Scream Machine | Hola Mexico |
| Summer 1 | Who do Christians say made the world? UC1.2 Begin to 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. Find out about and begin to express their | UC1.4 what is the good News Christians believe Jesus brings? Begin to identify, investigate and respond to questions posed by and responses offered by some of the sources of wisdom. Ask and respond to questions about what communities do. | What kind of world did Jesus want? Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all responding to community values and respect. | For Christians when Jesus left what was the impact of the Pentecost? Uc I2.6 Identify and investigate and respond to questions posed and responses offered | UC u2.4 Christians and how to live. What would Jesus do? Explain how and why communities express the meaning of their beliefs and values in many different forms and ways of living enquiring into the variety of different and relationships that exist between them. | UC U2.6 For Christians what kind of King is Jesus? Express and interpret personal reflections and critical responses taking into account world views |

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| | ideas and opinions in response | | | | | |
| | Rio de Vida | Beach Combers | Urban Pioneers | Burps Bottoms and Bile | Beast Creator/Allotment | Blood Heart |
| Summer 2 | <p>1.7 how should we care for the world and others and why does it matter?</p> <p>Begin to appreciate and appraise the nature and impact of different ways of life.</p> <p>Explore ideas about belonging meaning and truth so that they can express their own ideas and opinions in response using words, music art or poetry</p> | <p>What makes some places sacred? 1.5</p> <p>Begin to identify, investigate and respond to questions posed by and responses offered by some of the sources of wisdom</p> <p>Observe and recount different ways of expressing identity and belonging</p> | <p>What can we learn from religions about deciding what is right and wrong? L2.9</p> <p>Discuss and apply their own and others ideas about ethical questions including ideas about what is right and wrong and what is just and fair and express their own ideas clearly in response</p> | <p>Why do some people think that life is a journey and what significant experiences mark this? L2.6</p> <p>Investigate key concepts of belonging, meaning, purpose and truth</p> <p>Discuss and present thoughtfully their own and others views on challenging questions</p> <p>Express their personal reflections and critical responses to questions and teachings about identity.</p> | <p>What matters most to Humanists and Christians? L2.3</p> <p>Begin to explore some of the ultimate questions that are raised by human life in ways that are well informed and which invite reasoned personal responses, expressing insights that draw on a wide range of examples- art, media, philosophy.</p> <p>Articulate beliefs values and commitments clearly in order to explain reasons why they may be important in their own and other people's lives.</p> | <p>What do religions say to people when life gets hard? 2.3</p> <p>Explore some of the ultimate questions that are raised by human life in ways that are well informed and which invite reasoned personal responses, expressing insights that draw on a wide range of examples- art, media, philosophy.</p> <p>Articulate beliefs values and commitments clearly in order to explain reasons why they may be important in their own and other people's lives.</p> |

