

RE Progression of Pitch (EYFS – KS2)

	Autumn 1 What makes me, me?	Autumn 2 How do we celebrate?	Spring 1 Who can help us?	Spring 2 Was it a happily ever after?	Summer 1 What is lurking at the bottom of the garden?	Summer 2 Where can we travel?
EYFS Whole School RE study	Harvest – visit to St Mary's Church, a Christian place of worship	Diwali – Hindu celebration Christmas - Christianity	Chinese New Year – Luna Year	Christian celebration of Easter	Ramadan – Muslim celebration	Eid – Muslim celebration
People, culture, and communities – on going throughout the year	<ul style="list-style-type: none"> • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos • Recognise that people have different beliefs and celebrate special times in different ways • Talk about key roles within society – name and describe people who are familiar to them within society e.g., police, dentists, fire service and doctors 					
ELG Understanding the World 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. • 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. 					

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	Why are stories so important?	Why do we celebrate special occasions?	What does it mean to belong to a Church or a Mosque? Why do we care about people?
Year 1	<p>Knowledge To describe why some books are special.</p> <p>Skills</p> <ul style="list-style-type: none"> • . Talk about similarities between themselves and others, and among families, communities and traditions. • Talk about things which are special to them and how some books are special to religious believers. • Explore and ask questions about the meanings of stories. <p>Vocabulary Holy, Moral, Bible, Qur'an, Special</p>	<p>Knowledge To know what celebration means and be able to express how this makes them feel.</p> <p>Skills</p> <ul style="list-style-type: none"> • Talk about similarities between themselves and others, and among families, communities and traditions. • Name some celebrations and talk about how these are celebrated. • Talk about their experiences and feelings connected to celebrations or customs. • Explore and ask questions about the meanings of celebrations. <p>Vocabulary Celebration, Festival, Eid, Ramadan, Fasting, Harvest, Birthday</p>	<p>Knowledge 1. Know what it means to belong Understand that symbols have meanings Recognise and talk about some Christian and Muslim symbols 2. To identify people they care about. Explore ways in which people care for others.</p> <p>Skills</p> <ul style="list-style-type: none"> • Name places of worship and talk about why some places, symbols and customs are special. • Notice what happens in special places or on special occasions and ask questions about this. • Recount and ask questions about religious stories . • Respond with answers about how to care for others <p>Vocabulary Church, Mosque, Bible, Qur'an, Similarities, Differences</p> <ol style="list-style-type: none"> 1. caring 2. organisation 3. charity 4. fund raising 5. parable

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	How do Christians and Muslims celebrate new life?	How can we make good choices?	How and why do people pray? How can we look after this planet?
Year 2	<p>Knowledge To consider how we welcome someone new.</p> <p>Skills</p> <ul style="list-style-type: none"> Recall and name different ways of welcoming new life. Recognise and appreciate similarities between beliefs and ceremonies. Ask and respond to questions. Respond sensitively to the feelings and beliefs Christians and Muslims express and give their own ideas about promises. <p>Vocabulary Family, Promises, Parents, godparents, sponsors, Ritual, prayer, Baptism, aqiqah, adhan, font</p>	<p>Knowledge To consider what makes a happy classroom. Share ways they can help to do this. Talk about rules and why these matter.</p> <p>Skills</p> <ul style="list-style-type: none"> Explore and find meanings in different religious rules. Explore and discuss a range of stories about religious and non-religious rules. Begin to express ideas and opinions about what makes a good rule and why these are important. <p>Vocabulary Choices, influences, Rules, guidelines, The Pillars of Islam, The Ten Commandments</p>	<p>Knowledge 1.To consider the meaning behind prayer and the reasons for doing it. 2.To explore questions about the world around them.</p> <p>Skills</p> <ul style="list-style-type: none"> Find out how Christians and Muslims pray and why prayer is important for them. Recognise and appreciate similarities between how Christians and Muslims pray. Ask and respond to questions about prayer and the link between beliefs and prayer. Begin to express their own ideas and opinions on prayer. <ul style="list-style-type: none"> Explore and find meanings in different religious stories Explore and discuss a range of religious and non-religious stories about creation Begin to express ideas and opinions about what how to care for the planet and why this is important <p>Vocabulary Prayer, reflection, Church, Mosque, Faith, Symbols, Wudu</p> <ol style="list-style-type: none"> World Stewardship Responsibility Recycle Reuse Environment

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	How are important events remembered in ceremonies? What words of wisdom can guide us?	What do creation stories tell us about the world?	What faiths make up our community?
LKS2 Cycle 1	<p>Knowledge</p> <ol style="list-style-type: none"> To retell the story of the Maccabees. To explore shared stillness as a technique to help us think deeply, use our imagination well and be creative. <p>Skills</p> <ul style="list-style-type: none"> Describe, discover more and respond thoughtfully to the different festivals, making links between them. Observe and suggest meanings for the reasons why people celebrate each festival. Discuss different views and ideas about how light is a representation of good or life. <ul style="list-style-type: none"> Express the thoughts, feeling and ideas that they during the period of sustained silence. Use stillness and imagination to reflect on questions about values for myself. Make links between Sikh teaching and my own ideas. Apply ideas of their own beliefs and values through creating a piece of art work based on their wise word Describe what the Qur'an says about Allah's creation Make links between the beauty of nature and Muslim belief Describe the most beautiful aspects of nature for me, and respond to ideas about creation Express my understanding of a key idea about wisdom from one of the religions I've studied. <p>Vocabulary Freedom, Oppression, Interpretation, Celebration, Shared values, Remembrance, Reflection</p>	<p>Knowledge</p> <p>To consider what the story tells us about the world.</p> <p>Skills</p> <ul style="list-style-type: none"> Describe, discover more and respond thoughtfully to the creation stories, making links between them. Observe and suggest meanings for the points in the stories. Discuss different views and ideas about helping to look after the world around them. <p>Vocabulary Creation, Creator, Responsibility, Interpretation</p>	<p>Knowledge</p> <ol style="list-style-type: none"> To identify groups that they belong to and identify ways of showing they belong to a community. <p>Skills</p> <ul style="list-style-type: none"> Explore and describe ways beliefs, principles or values were expressed in the community. Suggest reasons why people express their views in these ways. Apply ideas of their own beliefs and values through sharing in the production of a class presentation <p>Vocabulary Church, Mosque, Gurdwara, Synagogue, Community, Faith, Belief, Believer</p>

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	What does it mean to be a Jew?	Who can inspire us?	How are beliefs expressed through arts? What do Christians believe about a good life?
LKS2 Cycle 2	<p>Knowledge To understand the meaning and significance of Moses as a key figure in Judaism past and present. To explore and discuss stories of God's faithfulness to his people, as revealed in the story of the Exodus</p> <p>Skills</p> <ul style="list-style-type: none"> • Explain the importance of Moses to Jewish people and what they learn from him about God. • Respond with ideas about qualities they admire in others and how they might follow these influences. • Respond thoughtfully to some stories of Moses and begin to express their own understanding of God. • Explore rituals and actions of Pesach and describe the meaning of the festival for Jews today. • Respond with ideas about the value of hope and freedom. • Explain the importance of Shabbat to Jews and reflect on the value of keeping a 'different' day in the week for family and reflection. <p>Vocabulary Moses, Abraham, Exodus, Hebrew, covenant, Torah, Ark, Sabbath / Shabbat, Passover / Pesach, Mezuzah, Kosher, Seder, Tallit, Synagogue, Bimah</p>	<p>Knowledge To gain an understanding of the position of a leader. To understand the qualities a leader may possess.</p> <p>Skills</p> <ul style="list-style-type: none"> • Make links between different leaders (religious and non-religious), discussing similarities and differences. • Make connections between how leaders taught their teachings through their personal qualities, action and stories. • Make connections between the religious leaders mentioned and their Abrahamic roots <p>Vocabulary Leader, Qualities, Characteristics, Inspiration / Inspirational, Jesus, Christianity / Christians, Prophet, Messenger of God, Muhammad (pbuh), Islam / Muslims, Moses, Judaism / Jews</p>	<p>Knowledge 1. To understand the meaning and significance of some symbols To express their own ideas and values in symbolic form 2. To understand why the Bible is such an important book for Christians</p> <p>Skills</p> <ul style="list-style-type: none"> • Explore and describe ways beliefs are expressed through various art forms. • Suggest reasons why people express their views in these ways. • Apply ideas of their own beliefs and values through creating a piece of art work. • Retell some well-known parables of Jesus and describe their meaning. • Describe how Bible stories influence believers in the way they live their life. • Discuss thoughtfully their own priorities in life. <p>Vocabulary Mool Mantar, Shabbat, Sufi, Calligraphy, Arts, beliefs, symbols</p>

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	Why are some places and journeys special? What do we know about Islam?	Should we forgive others?	What matters most to believers?
Year 5	<p>Knowledge 1.To understand that some places are special to different people. 2. To understand that the Qur'an is important to Muslims.</p> <p>Skills</p> <ul style="list-style-type: none"> Describe how special places and journeys make people feel more 'religious'. Discuss how the journeys inspire believers and how they offer reflection on their own lives. Identify key themes from the stories from the Qur'an. Recall the key events in religious stories and apply the lessons/morals to their own lives <p>Vocabulary Journey, Responsibility, Belief, Pilgrimage, Reflection, Faith, Muslims, Islam, Qur'an, Hadith, Prophets/Messengers of God, Allah (Arabic word for 'God'), Peace be upon him/her (pbuh), Guidance, Arabic, Saudi Arabia, Makkah, Madinah, Revelation, Angel Jibra'eel (pbuh)</p>	<p>Knowledge To understand the concept of forgiveness and reconciliation</p> <p>Skills</p> <ul style="list-style-type: none"> Use the vocabulary learned in RE, such as reconciliation or forgiveness to show their understanding of conflict and its resolution. Apply ideas from the stories and teachings of Jesus to some contemporary questions about forgiveness and reconciliation. Show understanding of some reasons people might feel sorry. Show understanding of some reasons why it is hard to 'make up' or apologise in a conflict. Respond clearly with their own ideas about importance of confession to Christians. Describe how some modern individuals have faced the challenge of forgiveness. Understand links between the examples of forgiveness and reconciliation studied to the teaching and example of Jesus. Make links between Jesus' ideas and Christian teaching and situations faced by 9-10 year olds today. <p>Vocabulary Jesus, Gospel, New Testament, Crucifixion, Forgiveness, Reconciliation, Penitence, Repentance, Redemption, Confession, Conflict, Reconciling, Forgiving, Grudge, Revenge, Conflict resolution, Consequences</p>	<p>Knowledge To explore the concepts of being naughty and being good in terms of actions, words and thoughts.</p> <p>Skills</p> <ul style="list-style-type: none"> Describe and show that they understand similarities and differences between Humanist, Muslim and Christian values . Describe and understand links between values and how people choose to live their lives. Respond clearly with their own ideas about what really matters for themselves, including ideas about love, forgiveness, truth, consequences and honesty. <p>Vocabulary love, forgiveness, peace between people and God, honesty, prayer, worship fellowship</p> <p>Muslim Ummah- community, Forgiveness, Honesty, Prayer, Charity</p> <p>Humanism Honesty, integrity, love for the truth, personal responsibility, reciprocity,atheism Religious and Human Experiences: choice, good and bad, right and wrong, morality, values, consequences</p>

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	What does it mean to be a Sikh?	How do Christians express their beliefs? What is compassion and how can it be helped?	How does growing up bring responsibilities and commitments?
Year 6	<p>Knowledge To describe some Sikh beliefs and practices</p> <p>Skills</p> <ul style="list-style-type: none"> Describe and understand the links, using a developing religious vocabulary, between Sikh ways of life and their own ways of life and the beliefs that are expressed through them. Observe and suggest reasons for the similarities and differences between Sikh beliefs and ways of life and their own. Describe some of the features of Sikh worship and celebrations in the home and in the community. Discuss different stories, celebrations and events that influence them and make links between aspects of their own experiences and others, asking questions about celebrations and the reasons for them. <p>Vocabulary Guru, Gurdwara, 5 Ks, Guru Granth Sahib, Golden Temple, Khalsa, Mool Mantar</p>	<p>Knowledge 1. To observe, describe and show understanding of Christian artefacts and how these reflect faith 2. To explore what is meant by compassion and contrast this with alternatives such as indifference or hatred</p> <p>Skills</p> <ul style="list-style-type: none"> Describe Christian beliefs and practices, explaining links between beliefs and actions. Observe and understand a range of Christian traditions and practices, explaining their importance for believers. Explore, compare and contrast different expressions of belief in worship and action. <ul style="list-style-type: none"> Describe and respond thoughtfully to range of different religious teachings on compassion and conflict. Consider and apply ideas about compassion and conflict from different religions. Respond clearly and thoughtfully with their own ideas about compassion. <p>Vocabulary Ministry, vocation, service, duty, Teachings, discipleship, church, creed, belief, faith in action, community, belonging, Denomination, worship, Holy Communion, prayer, Compassion, Conflict, Golden Rule, Sewa, Anger, revenge</p>	<p>Knowledge To explore the rights and responsibilities that come with growing up</p> <p>Skills</p> <ul style="list-style-type: none"> Describe and understand the rights and responsibilities that come with growing up. Explore and describe rites of passage, comparing a range of religious and secular approaches, responding with insights about the importance of these ceremonies. Reflect on their own beliefs, principles and values reasonably. <p>Vocabulary Rites of passage, Confirmation, Baptism, Amrit, Bar mitzvah, Bat mitzvah, Rights, responsibilities, Growing up, adulthood</p>