

Wardley CE Primary School: RE Curriculum Progression

Progression in Religious Education Skills: Wardley CE Primary School						
Y 1	Y1 Religious Education Threshold Concepts					
Y 1	RE Units	Understand beliefs and teachings	Understand practices and lifestyles	Understand how beliefs are conveyed	Reflect	Understand values
Y 1	<p><b>1.5</b> What makes some places sacred?</p> <p><b>1.6</b> How and why do we celebrate the special and sacred time of Christmas?</p> <p><b>1.7</b> What does it mean to belong to a faith community?</p> <p><b>1.6</b> How and why do we celebrate the special and sacred time of Easter?</p> <p><b>1.1</b> Who is a Christian and what do they believe?</p>	<ul style="list-style-type: none"> <li>Describe some of the teachings of a religion.</li> <li>Describe some of the main festivals or celebrations of a religion</li> </ul>	<ul style="list-style-type: none"> <li>Recognise, name and describe some religious artefacts, places and practices.</li> </ul>	<ul style="list-style-type: none"> <li>Name some religious symbols.</li> <li>Explain the meaning of some religious symbols.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the things that are important in their own lives and compare these to religious beliefs.</li> <li>Relate emotions to some of the experiences of religious figures studied.</li> <li>Ask questions about puzzling aspects of life.</li> </ul>	<ul style="list-style-type: none"> <li>Identify how they have to make their own choices in life.</li> <li>Explain how actions affect others.</li> <li>Show an understanding of the term 'morals'</li> </ul>

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Y 2	Y2 Religious Education Threshold Concepts					
Y 2	RE Units	Understand beliefs and teachings	Understand practices and lifestyles	Understand how beliefs are conveyed	Reflect	Understand values
Y 2	<p>1.3 Who is Jewish and what do they believe?</p> <p>Which Christmas Saints and Symbols are important to Christians?</p> <p>1.2 Who is a Muslim and what do they believe?</p> <p>1.6 How and why do we celebrate special and sacred times? Easter Focus</p> <p>1.4 How can we learn from sacred books?</p> <p>1.8 How should we care for others and the world, and why does it matter?</p>	<ul style="list-style-type: none"> <li>Describe some of the teachings of a religion.</li> <li>Describe some of the main festivals or celebrations of a religion</li> </ul>	<ul style="list-style-type: none"> <li>Recognise, name and describe some religious artefacts, places and practices.</li> </ul>	<ul style="list-style-type: none"> <li>Name some religious symbols.</li> <li>Explain the meaning of some religious symbols.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the things that are important in their own lives and compare these to religious beliefs.</li> <li>Relate emotions to some of the experiences of religious figures studied.</li> <li>Ask questions about puzzling aspects of life.</li> </ul>	<ul style="list-style-type: none"> <li>Identify how they have to make their own choices in life.</li> <li>Explain how actions affect others.</li> <li>Show an understanding of the term 'morals'</li> </ul>

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<b>Y3 Religious Education Threshold Concepts</b>						
<b>Y3</b>	<b>RE Units</b>	<b>Understand beliefs and teachings</b>	<b>Understand practices and lifestyles</b>	<b>Understand how beliefs are conveyed</b>	<b>Reflect</b>	<b>Understand values</b>
<b>Y3</b>	<p><b>L2.1</b> <b>What do people believe about God?</b></p> <p><b>How and why do different religions use light during important festivals?</b></p> <p><b>L2.2</b> <b>What can we learn from the Bible?</b></p> <p><b>L2.4</b> <b>Why are festivals important to religious communities?</b></p> <p><b>L2.5</b> <b>How, where and why do people pray?</b></p> <p><b>L2.7</b> <b>What does it mean to be a Christian?</b></p>	<ul style="list-style-type: none"> <li>• Present the key teachings and beliefs of a religion.</li> <li>• Refer to religious figures and holy books to explain answers.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify religious artefacts and explain how and why they are used.</li> <li>• Describe religious buildings and explain how they are used.</li> <li>• Explain some of the religious practices of both clerics and individuals.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify religious symbolism in literature and the arts.</li> </ul>	<ul style="list-style-type: none"> <li>• Show an understanding that personal experiences and feelings influence attitudes and actions.</li> <li>• Give some reasons why religious figures may have acted as they did.</li> <li>• Ask questions that have no universally agreed answers.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain how beliefs about right and wrong affect people’s behaviour.</li> <li>• Describe how some of the values held by communities or individuals affect behaviour and actions.</li> <li>• Discuss and give opinions on stories involving moral dilemmas.</li> </ul>

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Y 4	Y4 Religious Education Threshold Concepts					
Y 4	RE Units	Understand beliefs and teachings	Understand practices and lifestyles	Understand how beliefs are conveyed	Reflect	Understand values
Y 4	<p><b>L2.8</b> What does it mean to be a Hindu in Britain today?</p> <p><b>How is Christmas Celebrated Differently Around the World?</b></p> <p><b>L2.9</b> What can we learn from religions about deciding what is right and wrong?</p> <p><b>L2.3</b> Why is Jesus inspiring to some people?</p> <p><b>L2.5</b> Why are festivals important to religious communities? Eid Focus</p> <p><b>L2.6</b> Why do some people think that life is like a journey and what significant experiences mark this?</p>	<ul style="list-style-type: none"> <li>• Present the key teachings and beliefs of a religion.</li> <li>• Refer to religious figures and holy books to explain answers.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify religious artefacts and explain how and why they are used.</li> <li>• Describe religious buildings and explain how they are used.</li> <li>• Explain some of the religious practices of both clerics and individuals.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify religious symbolism in literature and the arts.</li> </ul>	<ul style="list-style-type: none"> <li>• Show an understanding that personal experiences and feelings influence attitudes and actions.</li> <li>• Give some reasons why religious figures may have acted as they did.</li> <li>• Ask questions that have no universally agreed answers.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain how beliefs about right and wrong affect people’s behaviour.</li> <li>• Describe how some of the values held by communities or individuals affect behaviour and actions.</li> <li>• Discuss and give opinions on stories involving moral dilemmas.</li> </ul>

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<b>Y5 Religious Education Threshold Concepts</b>						
<b>Y5</b>	<b>RE Units</b>	<b>Understand beliefs and teachings</b>	<b>Understand practices and lifestyles</b>	<b>Understand how beliefs are conveyed</b>	<b>Reflect</b>	<b>Understand values</b>
<b>Y5</b>	<p><b>U2.6</b> <b>What does it mean to be a Muslim in Britain today?</b></p> <p><b>Is the Nativity the true meaning of Christmas?</b></p> <p><b>U2.4</b> <b>If God is everywhere, why go to a place of worship? Focus on a visit to the church and the mandir</b></p> <p><b>U2.2</b> <b>What would Jesus do? (Can we live by the values of Jesus in the twenty-first century?)</b></p> <p><b>U2.1</b> <b>Why do some people think God exists?</b></p> <p><b>2.9</b> <b>What can be done to reduce racism?</b></p>	<ul style="list-style-type: none"> <li>• Explain how some teachings and beliefs are shared between religions.</li> <li>• Explain how religious beliefs shape the lives of individuals and communities.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the practices and lifestyles involved in belonging to a faith community.</li> <li>• Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles.</li> <li>• Show an understanding of the role of a spiritual leader.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain some of the different ways that individuals show their beliefs.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings.</li> <li>• Explain their own ideas about the answers to ultimate questions.</li> <li>• Explain why their own answers to ultimate questions may differ from those of others.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain why different religious communities or individuals may have a different view of what is right and wrong.</li> <li>• Show an awareness of morals and right and wrong beyond rules (i.e. wanting to act in a certain way despite rules).</li> <li>• Express their own values and remain respectful of those with different values</li> </ul>

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<b>Y6 Religious Education Threshold Concepts</b>						
<b>Y6</b>	<b>RE Units</b>	<b>Understand beliefs and teachings</b>	<b>Understand practices and lifestyles</b>	<b>Understand how beliefs are conveyed</b>	<b>Reflect</b>	<b>Understand values</b>
<b>Y6</b>	<p><b>U2.5</b> Is it better to express your beliefs in arts and architecture or in charity and generosity?</p> <p><b>U2.7</b> What matters most to Christians and Humanists?</p> <p><b>U2.8</b> What difference does it make to believe in ahimsa, grace and/or Ummah?</p> <p><b>U2.3</b> What do religions say to us when life gets hard?</p> <p><b>2.10</b> Green Religion: What Can Be Done About Climate and Environment?</p>	<ul style="list-style-type: none"> <li>• Explain how some teachings and beliefs are shared between religions.</li> <li>• Explain how religious beliefs shape the lives of individuals and communities.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the practices and lifestyles involved in belonging to a faith community.</li> <li>• Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles.</li> <li>• Show an understanding of the role of a spiritual leader.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain some of the different ways that individuals show their beliefs.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings.</li> <li>• Explain their own ideas about the answers to ultimate questions.</li> <li>• Explain why their own answers to ultimate questions may differ from those of others.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain why different religious communities or individuals may have a different view of what is right and wrong.</li> <li>• Show an awareness of morals and right and wrong beyond rules (i.e. wanting to act in a certain way despite rules).</li> <li>• Express their own values and remain respectful of those with different values</li> </ul>

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