

## RE Progression Overview

Reception	Autumn A Why is Richmond Special?	Spring A What's it made of and why?	Summer A How do people tell their stories?  24 May Wesley Day	Autumn B How do I care for my body and mind?	Spring B What makes a good home?	Summer B Why is our environment precious?  24 May Wesley Day
<p>Understanding Christianity Blocks:</p> <p>God Creation Incarnation Gospel Salvation</p>	<p><b>F2 Which people are special and why?</b></p> <p><b>F1 Which stories are special and why?</b></p> <ul style="list-style-type: none"> <li>• talk about some religious stories</li> <li>• recognise some religious words, e.g. about God</li> <li>• identify some of their own feelings in the stories they hear</li> <li>• identify a sacred text e.g. Bible, Qur'an</li> <li>• talk about what Jesus teaches about keeping promises and say why keeping promises is a good thing to do</li> <li>• talk about people who are special to them</li> <li>• say what makes their family and friends special to them</li> </ul>	<p><b>F3 Which places are special and why?</b></p> <p><b>F4 What times are special and why?</b></p> <ul style="list-style-type: none"> <li>• talk about somewhere that is special to themselves,</li> <li>• be aware that some religious people have places which have special meaning for them</li> <li>• talk about the things that are special and valued in a place of worship</li> <li>• identify some significant features of sacred places</li> <li>• recognise a place of worship</li> <li>• get to know and use appropriate words to talk about their thoughts and feelings when visiting a church.</li> <li>• give examples of special occasions and suggest features of a good celebration</li> </ul>	<p><b>F5 Being Special: Where do we belong?</b></p> <p><b>24 May Wesley Day</b></p> <p><b>F6 What is special about our world?</b></p> <ul style="list-style-type: none"> <li>• re-tell religious stories making connections with personal experiences</li> <li>• share and record occasions when things have happened in their lives that made them feel special</li> <li>• recall simply what happens at a traditional Christian infant baptism and dedication</li> <li>• recall simply what happens when a baby is welcomed into Islam.</li> <li>• talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world</li> <li>• re-tell stories, talking about what they say about the world, God,</li> </ul>	<p><b>F2 Which people are special and why?</b></p> <p><b>F1 Which stories are special and why?</b></p> <ul style="list-style-type: none"> <li>• talk about some religious stories</li> <li>• recognise some religious words, e.g. about God</li> <li>• identify some of their own feelings in the stories they hear</li> <li>• identify a sacred text e.g. Bible, Qur'an</li> <li>• talk about what Jesus teaches about keeping promises and say why keeping promises is a good thing to do</li> <li>• talk about people who are special to them</li> <li>• say what makes their family and friends special to them</li> <li>• identify some of the qualities of a good friend</li> <li>• recall and talk about stories of Jesus as a friend to others</li> <li>• recall a story about a special person in</li> </ul>	<p><b>F3 Which places are special and why?</b></p> <p><b>F4 What times are special and why?</b></p> <ul style="list-style-type: none"> <li>• talk about somewhere that is special to themselves,</li> <li>• be aware that some religious people have places which have special meaning for them</li> <li>• talk about the things that are special and valued in a place of worship</li> <li>• identify some significant features of sacred places</li> <li>• recognise a place of worship</li> <li>• get to know and use appropriate words to talk about their thoughts and feelings when visiting a church.</li> <li>• give examples of special occasions and suggest features of a good celebration</li> </ul>	<p><b>F5 Being Special: Where do we belong?</b></p> <p><b>24 May Wesley Day</b></p> <p><b>F6 What is special about our world?</b></p> <ul style="list-style-type: none"> <li>• re-tell religious stories making connections with personal experiences</li> <li>• share and record occasions when things have happened in their lives that made them feel special</li> <li>• recall simply what happens at a traditional Christian infant baptism and dedication</li> <li>• recall simply what happens when a baby is welcomed into Islam.</li> <li>• talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world</li> <li>• re-tell stories, talking about what they say about the world, God, human beings</li> </ul>

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	<ul style="list-style-type: none"> <li>• identify some of the qualities of a good friend</li> <li>• recall and talk about stories of Jesus as a friend to others</li> <li>• recall a story about a special person in Sikhism and talk about what can be learnt from it.</li> </ul>	<ul style="list-style-type: none"> <li>• recall simple stories connected with Easter and a festival from another faith</li> <li>• say why Easter and a festival from another faith are special times for believers.</li> </ul>	<p>human beings</p> <ul style="list-style-type: none"> <li>• think about the wonders of the natural world, expressing ideas and feelings</li> <li>• express ideas about how to look after animals and plants</li> <li>• talk about what people do to mess up the world and what they do to look after it</li> </ul>	<p>Sikhism and talk about what can be learnt from it.</p>	<ul style="list-style-type: none"> <li>• recall simple stories connected with Christmas/Easter and a festival from another faith</li> <li>• say why Christmas/Easter and a festival from another faith are special times for believers.</li> </ul>	<ul style="list-style-type: none"> <li>• think about the wonders of the natural world, expressing ideas and feelings</li> <li>• express ideas about how to look after animals and plants</li> <li>• talk about what people do to mess up the world and what they do to look after it</li> </ul>
<b>Year 1/2</b>	<b>Autumn A</b> <b>Why is Richmond Special?</b>	<b>Spring A</b> <b>What's it made of and why?</b>	<b>Summer A</b> <b>How do people tell their stories?</b>  24 May Wesley Day	<b>Autumn B</b> <b>How do I care for my body and mind?</b>	<b>Spring B</b> <b>What makes a good home?</b>	<b>Summer B</b> <b>Why is our environment precious?</b>  24 May Wesley Day
<p>Understanding Christianity Blocks:</p> <p>God Creation Incarnation Gospel Salvation</p> <p>Methodism Planning Y2: Belonging together</p>	<p><b>1.7 What does it mean to belong to a faith community?</b></p> <p><b>1.6 How and why do we celebrate sacred times?</b></p> <ul style="list-style-type: none"> <li>• Can recognise symbols of belonging from my own experience (A3)</li> <li>• Can recognize symbols of belonging for Christians (A3)</li> </ul>	<p><b>1.6 How and why do we celebrate special and sacred times? (Look at lots of festivals across different faiths)</b></p> <p>Methodism Planning Y2: Belonging together</p> <ul style="list-style-type: none"> <li>• Identify some ways Christians celebrate Easter/Harvest/ Pentecost and some ways a festival is celebrated in another religion (A1).</li> <li>• Re-tell stories connected</li> </ul>	<p><b>1.4 How can we learn from sacred books?</b></p> <p><b>1.8 How should we care for others and the world, and why does it matter?</b></p> <ul style="list-style-type: none"> <li>• Recognise that sacred texts contain stories which are special to many people and should be treated with respect (B3)</li> <li>• Re-tell stories from the Christian Bible and stories from another faith; suggest the</li> </ul>	<p><b>1.1 Who is a Christian and what do they believe? Look at Methodism discretely.</b></p> <p>Methodism Planning Y2: Belonging together</p> <ul style="list-style-type: none"> <li>• Talk about some simple ideas about Christian beliefs about God and Jesus (A1).</li> <li>• Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means (A2).</li> </ul>	<p><b>1.2 Who is a Muslim and what do they believe? and/or</b></p> <p><b>1.3 Who is Jewish and what do they believe?</b></p> <ul style="list-style-type: none"> <li>• Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah (A1).</li> <li>• Re-tell a story about the life of the Prophet Muhammad (A2). Recognise</li> </ul>	<p><b>1.5 What makes some places sacred?</b></p> <ul style="list-style-type: none"> <li>• Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used (A3).</li> <li>• Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or</li> </ul>



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	<ul style="list-style-type: none"> <li>• Can recognize symbols of belonging for Jews or Muslims (A3)</li> <li>• Can think about why symbols of belonging matter to believers (A3)</li> <li>• Can give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean (A1).</li> <li>• Can identify two ways people show they belong to each other when they get married (A1).</li> <li>• Can respond to examples of</li> </ul>	<p>with Christmas/ Easter/Harvest/ Pentecost and a festival in another religion and say why these are important to believers (A2).</p> <ul style="list-style-type: none"> <li>• Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion (B1).</li> <li>• Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers (C1).</li> </ul>	<p>meaning of these stories (A2).</p> <ul style="list-style-type: none"> <li>• Ask and suggest answers to questions arising from stories Jesus told and from another religion (C1).</li> <li>• Talk about issues of good and bad, right and wrong arising from the stories (C3).</li> <li>• Re-tell Bible stories and stories from another faith about caring for others and the world (A2).</li> <li>• Identify ways that some people make a response to God by caring for others and the world (B1).</li> <li>• Talk about issues of good and bad, right and wrong arising from the stories (C3).</li> <li>• Talk about some texts from</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about issues of good and bad, right and wrong arising from the stories (C3).</li> <li>• Ask some questions about believing in God and offer some ideas of their own (C1).</li> </ul>	<p>some objects used by Muslims and suggest why they are important (A2).</p> <ul style="list-style-type: none"> <li>• Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel (B1).</li> <li>• Find out about and respond with ideas to examples of cooperation between people who are different (C2).</li> <li>• Talk about how the mezuzah in the home reminds Jewish people about God (A3).</li> <li>• Talk about how Shabbat is a special day of the week for Jewish people, and give some</li> </ul>	<p>synagogues show what people believe (B2).</p> <ul style="list-style-type: none"> <li>• Ask good questions during a school visit about what happens in a church, synagogue or mosque (B1).</li> </ul>
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	<p>cooperation between different people (C2)</p> <ul style="list-style-type: none"> <li>Identify some ways Christians celebrate Christmas/ Harvest and some ways a festival is celebrated in another religion (A1).</li> <li>Re-tell stories connected with Christmas/ Easter/ Harvest/ Pentecost and a festival in another religion and say why these are important to believers (A2).</li> <li>Ask questions and suggest answers about stories to do with Christian</li> </ul>		<p>different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more (C2)</p> <ul style="list-style-type: none"> <li>Use creative ways to express their own ideas about the creation story and what it says about what God is like (C1).</li> </ul>		<p>examples of what they might do to celebrate Shabbat (B1).</p> <ul style="list-style-type: none"> <li>Re-tell a story that shows what Jewish people at the festival of Chanukah might think about God, suggesting what it means (A2).</li> </ul>	
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	<p>festivals and a story from a festival in another religion (B1).</p> <ul style="list-style-type: none"> <li>Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers (C1).</li> </ul>					
<b>Year 3/4</b>	<b>Autumn A</b> <b>Why is Richmond special?</b>	<b>Spring A</b> <b>What is beneath us and why does it matter?</b>	<b>Summer A</b> <b>How do we get our message across?</b>	<b>Autumn B</b> <b>How do I care for my body and mind?</b>	<b>Spring B</b> <b>Why is history worth knowing?</b>	<b>Summer B</b> <b>How can I have my say?</b>
<p><b>Understanding Christianity</b> <b>Blocks:</b> <b>Creation/Fall</b> <b>People of God</b> <b>Incarnation</b> <b>Gospel</b> <b>Salvation</b> <b>Kingdom of God</b></p>	<p><b>L2.4 Why do people pray?</b> <b>L2.2 Why is the Bible so important for Christians today?</b></p> <ul style="list-style-type: none"> <li>Describe the practice of prayer in the religions studied (A2).</li> <li>Make connections between what</li> </ul>	<ul style="list-style-type: none"> <li><b>L2.8 What does it mean to be a Hindu in Britain today?</b></li> <li>Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings</li> </ul>	<p><b>L2.6 Why do some people think that life is like a journey and what significant experiences mark this?</b> <b>L2.3 Why is Jesus inspiring to some people?</b></p> <ul style="list-style-type: none"> <li>Suggest why some people see life as a journey and identify some of the key</li> </ul>	<p><b>L2.7 What does it mean to be a Christian in Britain today?</b></p> <ul style="list-style-type: none"> <li>Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings (A1).</li> <li>Describe some ways in which</li> </ul>	<p><b>L2.1 What do different people believe about God? (Link Christianity to Islam and Hinduism)</b> <b>L2.5 Why are festivals important to religious communities? (Easter week?)</b></p> <ul style="list-style-type: none"> <li>Describe some of the ways in which Christians Hindu and/or Muslims</li> </ul>	<p><b>L2.9 What can learn from religions about deciding what is right and wrong?</b> <b>L2.5 Why are festivals important to religious communities? (Eid week?)</b></p> <ul style="list-style-type: none"> <li>Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions (B1).</li> </ul>

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<p>See Methodism Planning Y4 Warm hearts:</p>	<p>people believe about prayer and what they do when they pray (A3).</p> <ul style="list-style-type: none"> <li>Describe ways in which prayer can comfort and challenge believers (B2). Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray (B3).</li> <li>Make connections between stories in the Bible and what Christians believe about creation,</li> </ul>	<p>about aims and duties in life (A1).</p> <ul style="list-style-type: none"> <li>Describe some ways in which Hindus express their faith through puja, aarti and bhajans (A2).</li> <li>Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes (B2).</li> <li>Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2)</li> </ul>	<p>milestones on this journey (A2).</p> <ul style="list-style-type: none"> <li>Describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean (A3).</li> <li>Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people (B2).</li> <li>Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief (C1).</li> </ul>	<p>Christian express their faith through hymns and modern worship songs (A2).</p> <ul style="list-style-type: none"> <li>Suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes (B2).</li> <li>Discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2).</li> </ul>	<p>describe God (A1).</p> <ul style="list-style-type: none"> <li>Ask questions and suggest some of their own responses to ideas about God (C1).</li> <li>Suggest why having a faith or belief in something can be hard (B2).</li> <li>Identify how and say why it makes a difference in people's lives to believe in God (B1).</li> <li>Make connections between stories, symbols and beliefs with what happens in at least two festivals (A2).</li> <li>Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid) (B2).</li> <li>Identify similarities and</li> </ul>	<ul style="list-style-type: none"> <li>Make connections between stories of temptation and why people can find it difficult to be good (A2).</li> <li>Give examples of ways in which some inspirational people have been guided by their religion (B1).</li> <li>Discuss their own and others' ideas about how people decide right and wrong (C3).</li> <li>Make connections between stories, symbols and beliefs with what happens in at least two festivals (A2).</li> <li>Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid) (B2).</li> <li>Identify similarities and differences in the way festivals are celebrated within and</li> </ul>
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	<p>the Fall and salvation (A2).</p> <ul style="list-style-type: none"> <li>• Give examples of how and suggest reasons why Christians use the Bible today (B1).</li> <li>• Describe some ways Christians say God is like, with examples from the Bible, using different forms of expression (A1).</li> <li>• Discuss their own and others' ideas about why humans do bad things and how people try to put things right (C3).</li> </ul>				<p>differences in the way festivals are celebrated within and between religions (A3).</p> <ul style="list-style-type: none"> <li>• Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives (C1).</li> </ul>	<p>between religions (A3).</p> <ul style="list-style-type: none"> <li>• Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives (C1).</li> </ul>
<b>Year 5/6</b>	<b>Autumn A</b> <b>Why is Richmond special?</b>	<b>Spring A</b>	<b>Summer A</b> <b>How do words make us feel?</b>	<b>Autumn B</b> <b>How do I care for my body and mind?</b>	<b>Spring B</b> <b>What legacy will I leave behind?</b>	<b>Summer B</b> <b>What makes a colourful world?</b>

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		Where does it come from and where does it go?				
<p><b>Understanding Christianity</b> Blocks: God Creation People of God Incarnation Gospel Salvation Kingdom of God</p> <p><b>Methodism: Commitment to Christianity: Is it long ago and far away, or is it here and now?</b></p>	<p><b>U2.8 What difference does it make to believe in ahimsa, grace and/or Ummah?</b> <b>U2.5 Us it better to express your beliefs in arts and architecture or in charity and generosity?</b></p> <ul style="list-style-type: none"> <li>• Make connections between stories, symbols and beliefs with what happens in at least two festivals (A2).</li> <li>• Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid) (B2).</li> </ul>	<p><b>U2.6 What does it mean to be a Muslim in Britain today?</b></p> <ul style="list-style-type: none"> <li>• Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad (A2).</li> <li>• Describe and reflect on the significance of the Holy Qur'an to Muslims (B1).</li> <li>• Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils (A2).</li> <li>• Make connections</li> </ul>	<p><b>U2.2 What would Jesus do? (Can we live his values in 21<sup>st</sup> century?)</b></p> <ul style="list-style-type: none"> <li>• Outline Jesus' teaching on how his followers should live (A2).</li> <li>• Offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live (B3).</li> <li>• Explain the impact Jesus' example and teachings might have on Christians today (B1).</li> <li>• Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today (C3).</li> </ul>	<p><b>U2.3 What do religions say to us when life gets hard?</b> <b>U2.1 Why do some people think that God exists?</b></p> <ul style="list-style-type: none"> <li>• Express ideas about how and why religion can help believers when times are hard, giving examples (B2).</li> <li>• Outline Christian, Hindu and/or nonreligious beliefs about life after death (A1).</li> <li>• Explain some similarities and differences between beliefs about life after death (B2).</li> <li>• Explain some reasons why Christians and Humanists have different ideas about an afterlife (B3).</li> <li>• Outline clearly a Christian understanding of what God is like, using examples</li> </ul>	<p><b>U2.7 What matters most to Christians and Humanists.</b></p> <ul style="list-style-type: none"> <li>• Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples (A2).</li> <li>• Describe some Christian and Humanist values simply (B3).</li> <li>• Express their own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others they have studied (C3).</li> <li>• Suggest reasons why it might be helpful to</li> </ul>	<p><b>U2.4 If God is everywhere, why go to a place of worship?</b></p> <ul style="list-style-type: none"> <li>• Make connections between how believers feel about places of worship in different traditions (A3).</li> <li>• Select and describe the most important functions of a place of worship for the community (B3).</li> <li>• Give examples of how places of worship support believers in difficult times, explaining why this matters to believers (B2).</li> <li>• Present ideas about the importance of people in a place of worship, rather than the place itself (C1).</li> </ul>



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	<ul style="list-style-type: none"> <li>Identify similarities and differences in the way festivals are celebrated within and between religions (A3).</li> <li>Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives (C1).</li> <li>Describe and make connections between examples of religious creativity (buildings and art) (A1).</li> <li>Show understanding of the value of sacred</li> </ul>	<p>between the key functions of the mosque and the beliefs of Muslims (A1).</p>		<p>and evidence (A2)</p> <ul style="list-style-type: none"> <li>Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging (B2).</li> <li>Express thoughtful ideas about the impact of believing or not believing in God on someone's life (B1).</li> <li>Present different views on why people believe in God or not, including their own ideas (C1).</li> </ul>	<p>follow a moral code and why it might be difficult, offering different points of view (B2).</p>	
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	<p>buildings and art (B3). Suggest reasons why some believers see generosity and charity as more important than buildings and art (B2).</p> <ul style="list-style-type: none"><li>• Apply ideas about values and from scriptures to the title question (C2).</li></ul>					
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