

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

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



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

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

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



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	<ul style="list-style-type: none"> Identify similarities and differences in the way festivals are celebrated within and between religions (A3). Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives (C1). Describe and make connections between examples of religious creativity (buildings and art) (A1). Show understanding of the value of sacred 	<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"> 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). Express thoughtful ideas about the impact of believing or not believing in God on someone's life (B1). Present different views on why people believe in God or not, including their own ideas (C1). 	<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">• Apply ideas about values and from scriptures to the title question (C2).					
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