

Subject Progression for Religious Education

Year Group	Unit	Objectives	Skills / Knowledge Children at the expected standard can...
3	Concept: Belonging Unit title: Belonging <i>KEY QUESTION:</i> <i>What is it like to belong to a Church?</i> <i>KEY VOCABULARY:</i> <i>Belonging, isolated, rules, rituals, membership, ceremony</i>	Communicate: To describe their ideas about belonging. Apply: To identify examples of how belonging can be applied in their life and the lives of others. Enquire: To describe in simple terms what it means to belong to something. Contextualise: To describe how belonging is important to Christians. Evaluate: To evaluate, by describing in simple terms, the importance to Christians of belonging.	Simply describe their responses to the concept of belonging. Simply describe with examples their responses to the concept of belonging. Describe in simple terms how the concept of belonging is common to human experience and to many religions through discussion, writing and art work. Describe in simple terms how the concept of belonging is contextualised within some of the beliefs, practices and the ways of life of Christianity. Evaluate in simple terms the concept of belonging and recognise and describe an issue raised.
	Concept: Ritual Unit title: Water <i>KEY QUESTION:</i> <i>What is a ritual and why do people think they are important?</i> <i>KEY VOCABULARY:</i> <i>Ritual routine, baptism, Wudu</i>	Enquire: To Simply describe what ritual means and how it is different to routine. Contextualise: To simply describe some rituals using water from Christianity and Islam. Evaluate: To evaluate, by describing in simple terms, the value of ritual to Muslims and Christians.	Enquire in simple terms what the concept of ritual means to all people and those who lead a religious life through discussion and writing. Describe in simple terms how the concept of ritual is contextualised within some of the beliefs, practices and the ways of life of Christians and Muslims. Know the story of the baptism of Jesus and details of a baptism ceremony. Know the importance of Wudu in the Muslim prayer ritual. Evaluate in simple terms the concept of ritual and recognise and describe an issue raised.

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		<p>Communicate: To describe their responses to the concept of ritual.</p> <p>Apply: To identify examples of how rituals apply in their life and the lives of others.</p>	<p>Simply describe their responses to the concept of ritual through role play and discussion.</p> <p>Simply describe with examples how their responses to the concept of ritual can be applied in their own lives and the lives of others through role play and discussion and creative writing.</p>
	<p>Concept: Suffering Unit title: Easter</p> <p><i>KEY QUESTION:</i> <i>Is the suffering of Jesus described in the Easter story important to Christians?</i></p> <p><i>KEY VOCABULARY:</i> <i>Suffering, grief, resurrection, betrayal</i></p>	<p>Enquire: To Simply describe the concept of suffering.</p> <p>Contextualise: To simply describe the suffering experienced by Jesus in the Easter story.</p> <p>Evaluate: To simply evaluate, the importance of the concept of suffering by describing the value of Jesus' suffering at Easter to Christians and talking about an issue raised.</p> <p>Communicate: To simply describe their responses to suffering.</p> <p>Apply: To identify examples of how responses to suffering relate to their own lives and the lives of others.</p>	<p>Simply describe the concept of suffering through art work.</p> <p>Simply describe the suffering experienced by Jesus in the Easter story through examining art work.</p> <p>Simply evaluate, the importance of the concept of suffering by describing the value of Jesus' suffering at Easter to Christians and talking about an issue raised.</p> <p>Simply describe their responses to suffering through discussion and writing.</p> <p>Simply identify examples of how responses to suffering relate to their own lives and the lives of others through role play and writing .</p>
	<p>Concept: community Unit title: 5 pillars of Islam</p> <p><i>KEY QUESTION:</i></p>	<p>Enquire: To describe the meaning of community and umma</p>	<p>Enquire in simple terms what the concept of community means to people including those who lead a religious life through discussion, art work and writing.</p>

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	<p><i>How do people including Muslims develop a sense of community and do we think this is important?</i></p> <p>KEY VOCABULARY: <i>Community, five pillars of Islam declaration of faith(shahada) prayer (salah) Charity (zakat) Fasting (sawm) pilgrimage (Hajj) Umma</i></p>	<p>Contextualise: To describe how Muslims express the idea of Umma through the five Pillars</p> <p>Evaluate: To describe the value of “umma ”to Muslims</p> <p>Communicate: Describe their own responses to community.</p> <p>Apply: To describe examples of how community affects their lives and the lives of others.</p>	<p>Describe in simple terms how the concept of Umma is contextualised within the five pillars of Islam through group research.</p> <p>Know the five pillars of Islam and how they are contextualised into Islam.</p> <p>Evaluate in simple terms the concept of ritual and recognise and describe an issue raised through discussion.</p> <p>Simply describe their responses to the concept of community through discussion and writing.</p> <p>Simply describe with examples how their responses to the concept of community can be applied in their own lives and the lives of others through discussion and role play.</p>
4	<p>Concept: Holy Unit title: Mary mother of God</p> <p>KEY QUESTION: <i>What does Holy mean to Christians and what does it mean to you?</i></p> <p>KEY VOCABULARY: <i>Holy, annunciation, Icon, reverence</i></p>	<p>Enquire: To describe the concept of Holy.</p> <p>Contextualise: To describe how Christians show that Mary is holy.</p> <p>Evaluate: To evaluate the concept of holy by describing its value to Christians and by describing an issue raised.</p> <p>Communicate: To describe what they think about the concept of holy or Special.</p>	<p>Describe how the concept of holy is common to human experience and many religions through examining images and dictionary work.</p> <p>Examine images and artefacts.</p> <p>Describe how the concept of holy is contextualised within some of the beliefs, practices and the ways of life of people living a religious life.</p> <p>Simply evaluate the concept of holy by describing its value to people who are religious through discussion and writing recognise, identify and describe an issue raised.</p> <p>Describe their responses to the concept of holy through writing, paired, group and class discussion, art work and reflection.</p>

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		Apply: To describe how the sense of Holy (special) impacts on their lives?	Describe examples of how their responses to the concept of holy can be applied in their own lives and the lives of others.
	Concept: Angels Unit title: Angels <i>KEY QUESTION:</i> <i>What do Christians think Angels do and what do you think about them?</i> <i>KEY VOCABULARY:</i> <i>Angels, annunciation, Magi, guardian, messenger</i>	Communicate: To describe their own responses to Angels Apply: To describe what they and other people think about angels in our lives. Enquire: To describe the concept of angels. Contextualise: To describe how beliefs about angels are expressed by Christians Evaluate: To evaluate the concept of angels by describing its value to Christians and by describing an issue raised.	Describe their responses to the concept of Angels through art work. Describe through discussion examples of what people think about Angels in their own lives and the lives of others. Describe the concept of angel through examining images and dictionary work. Describe how the concept of angels is contextualised within some of the beliefs, practices and the ways of life of people living a religious life. Examine images and artefacts. Read and discuss stories. Simply evaluate the concept of angel by describing their value to people who are religious. Through discussion and writing identify and describe an issue raised.
	Concept : Symbol Unit title : Tree as a symbol <i>KEY QUESTION:</i> Do you think it is important for Christians to see the tree as a symbol? <i>KEY VOCABULARY:</i>	Communicate: To describe their own responses to trees as a symbol Apply: To describe examples of when the tree symbol is used or useful Enquire: To describe what the word symbol means	Describe their responses to the concept of symbol through art and writing Describe different things that a tree symbolise through discussion. Describe what a symbol means through discussion and art. Describe how the symbol of a tree is contextualised within Christianity through reading, discussion and roleplay.

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	<i>Symbol, Garden of Eden,</i>	<p>Contextualise: To describe how the symbol of a tree is used in Christianity.</p> <p>Evaluate: To describe the importance of the tree symbol to Christians</p>	<p>Evaluate the concept of symbol by describing its value to people who are religious.</p> <p>Through discussion and writing identify and describe an issue raised.</p>
	<p>Concept: Submission Unit title: the Qur'an</p> <p><i>KEY QUESTION:</i> <i>How does submission effect my life?</i></p> <p><i>KEY VOCABULARY:</i> <i>Submission Allah, Muhammad, Qur'an, revelation, devout</i></p>	<p>Enquire: To describe what submission means and the importance, or value, of submission for Muslims.</p> <p>Contextualise: To describe how the concept of submission is expressed in Islam.</p> <p>Evaluate: To evaluate the significance of submission by describing its importance to Muslims and identifying some issues raised.</p> <p>Communicate: To describe their own responses to submission.</p> <p>Apply: To describe how submission affects their own and others' lives.</p>	<p>Describe the concept of submission through examining images and discussion.</p> <p>Describe how submission is expressed in Islam</p> <p>Describe whether they think it is important for Muslims to submit to Allah.</p> <p>Describe their own responses to submission.</p> <p>Describe how submission affect my life and others' lives</p>
5	<p>Concept: God vs Evil Unit title: Diwali</p> <p><i>KEY QUESTION:</i></p>	<p>Enquire: To explain their ideas about good and evil.</p> <p>Contextualise: To identify and discuss the meaning of the stories, symbols</p>	<p>Simply explain their own responses to the concept of good and evil through writing or drama.</p>

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	<p><i>How do Hindus celebrate Diwali and what do they remember during their celebrations?</i></p> <p>KEY VOCABULARY: <i>Good, Evil, Diwali, Ramayana, avatars</i></p>	<p>and celebrations associated with Diwali.</p> <p>Evaluate: To describe and explain the links between the story, symbols and the celebrations associated with Diwali.</p> <p>Communicate: To explain in simple terms some of the beliefs expressed about Diwali</p>	<p>Simply explain how the concept of good and evil is contextualised within the beliefs, practices and the ways of life of people living a religious life.</p> <p>Evaluate the concept of good and evil by simply explaining its value to people who are religious. Through discussion and writing recognise, identify and describe in increasingly complex ways some issues they raise.</p> <p>Simply explain their own responses to the concept of good and evil through discussion and writing.</p>
	<p>Concept: Sacrifice Unit title: World war 2</p> <p>KEY QUESTION: Should people be rewarded for their sacrifices?</p> <p>KEY VOCABULARY : <i>Sacrifice conscientious objector, reward</i></p>	<p>Enquire: To simply explain what sacrifice means.</p> <p>Contextualise: To simply explain how Christians believe that Jesus sacrificed his life for the human race.</p> <p>Evaluate: To simply evaluate, by explaining, the importance and relevance of sacrifice to Christians, and what they think about this.</p> <p>Communicate: To simply explain a personal response to the concept of sacrifice</p> <p>Apply: To simply explain how the concept can be applied in their own and others' lives</p>	<p>Simply explain with examples the meaning of sacrifice through writing and discussion.</p> <p>Simply explain how Christians believe that Jesus sacrificed his life through discussion.</p> <p>Simply evaluate, by explaining, the importance and relevance of sacrifice to Christians, and their opinions on this through discussion and writing.</p> <p>Simply explain a personal response to the concept of sacrifice through discussion and roleplay.</p> <p>Simply explain how the concept can be applied in their own and others' lives through discussion and writing.</p>

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	<p>Resurrection</p> <p><i>KEY QUESTION: What does resurrection mean, who believes in this concept and why do they think it is important.</i></p> <p><i>KEY VOCABULARY : Resurrection, empty cross, cross of risen Jesus, cross of suffering Jesus. Vocabulary related to the Easter story</i></p>	<p>Enquire: To simply explain what people mean by resurrection.</p> <p>Contextualise: To simply explain how resurrection is significant within the Easter story and how this is expressed through art.</p> <p>Evaluate: To simply evaluate, by explaining the value of people's interpretations of resurrection.</p> <p>Communicate: To simply explain their own response to the concept of resurrection.</p> <p>Apply: To simply explain that people will have different ideas about the concept of resurrection.</p>	<p>Simply explain what the concept of resurrection means by discussion dictionary and art work.</p> <p>Know the Easter story.</p> <p>Simply explain that the concept of resurrection is important to the Easter story and Christians through discussion drama and writing.</p> <p>Simply evaluate the value of the belief in resurrection to Christians by discussion.</p> <p>Simply explain their ideas about life after death by art and writing.</p> <p>Explain with simple examples how their responses to the concepts of resurrection can be applied in their own lives and the lives of others through debate and writing.</p>
	<p>Concept: Sacred Unit title: places of worship</p> <p><i>KEY QUESTION: What makes a church sacred for Christians?</i></p> <p><i>KEY VOCABULARY : font, pulpit, alter, icons, window, stations of the cross, statues, Sacred special</i></p>	<p>Communicate: To simply explain their personal response to the concept of sacred.</p> <p>Apply: To simply explain the feelings of themselves and others.</p> <p>Enquire: To describe the main features of the two churches visited and be able to discuss features of the two churches, explaining what is sacred to which denomination.</p>	<p>Explain through drawing and writing their personal response to the concept of sacred.</p> <p>Simply explain the feelings of themselves and others through discussion.</p> <p>Know the main features of the two churches visited and be able to discuss features of the two churches, explaining what is sacred to which denomination.</p> <p>Explain the value of the most sacred parts of the churches to the various congregations through writing.</p>

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		<p>Contextualise: To explain the value of the most sacred parts of the churches to the various congregations.</p> <p>Evaluate: To explain how sacred places can affect their own and others' lives</p>	Explain how sacred places can affect their own and others' lives through discussion and writing.
6	<p>Concept: messages Unit title: Jesus and his message</p> <p><i>KEY QUESTION:</i> <i>What was the message of Jesus and do you think it is still relevant today?</i></p> <p><i>KEY VOCABULARY:</i> <i>message, parable, sermon, Sabbath, mercy, redemption, receptive, resistant</i></p>	<p>Enquire: To explain the meaning of messages</p> <p>Contextualise: To explain how messages are contextualised within the life and story of Jesus.</p> <p>Evaluate: To evaluate the concept of messages by describing its importance to some Christians.</p> <p>Communicate: Explain own responses to the concept of messages</p> <p>Apply: To describe examples of how their responses to messages can affect their own and others' lives.</p>	<p>Explain how the concepts of messages is common to human experience and many religions through the studying images of images and discussion.</p> <p>Explain how the concept of messages is contextualised within the beliefs, practices and the ways of life of people living a religious life through reading bible stories drama and writing.</p> <p>Evaluate the concept of messages by explaining their value to people who are religious. Through discussion they can recognise, identify and describe in increasingly complex ways some issues they raise through drama, discussion and debate.</p> <p>Explain their own responses to the concept of messages through paired, group and class discussion, and writing.</p> <p>Through discussion they can explain with examples how responses to the concepts of the messages can be applied in their lives and the lives of others</p>
	<p>Concept: Prophecy Unit title: The Magi</p>	<p>Enquire: To explain the meaning of prophecy.</p>	<p>Through discussion explain the concept of prophecy.</p> <p>Through studying artefacts, images and bible reading,</p>

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	<p>KEY QUESTION: <i>What part does prophecy play in the Christmas story and is it important?</i></p> <p>KEY VOCABULARY: <i>prophecy, Magi, myrrh, frankincense, future</i></p>	<p>Contextualise: To explain how some Christians see the idea of prophecy in the Christmas story of the Magi.</p> <p>Evaluate: To evaluate the concept of prophecy by explaining its importance to some Christians at Christmas and describing an issue raised.</p> <p>Apply: To explain their own responses to the idea of prophecy and use examples to explain how their responses to prophecy can affect their lives or the lives of others.</p>	<p>explain how the concept of prophecy is contextualised within the beliefs, practices and the ways of life of people living a religious life.</p> <p>Evaluate in detail the concept of prophecy by using examples to explain its value to people who are religious. Through discussion recognise, identify and describe in increasingly complex ways some issues they raise.</p> <p>Through class discussion and group work explain using examples how their responses to the concepts of prophecy can be applied in their lives and the lives of others.</p>
	<p>Concept: The cycle of life and rebirth Unit title: Samsara</p> <p>KEY QUESTION: <i>What do you and other people believe about the cycle of life?</i></p> <p>KEY VOCABULARY: <i>Samsara, cycle of life, soul, reborn</i></p>	<p>Apply: To explain the key concept of Samsara.</p> <p>Enquire: To explain Samsara is contextualised within Hinduism and the value of Samsara to Hindus.</p> <p>Contextualise: To identify and describe issues raised by Samsara. Express a personal response to Samsara.</p> <p>Evaluate: To explain their own response to how the concept can be applied to their lives and that of others.</p>	<p>Explain the key concept of Samsara through discussion and writing.</p> <p>Explain Samsara is contextualised within Hinduism Explain the value of Samsara to Hindus</p> <p>Identify and describe issues raised by Samsara and Express a personal response to Samsara through drama and dance.</p> <p>Explain their own response to how the concept can be applied to their lives and that of others through discussion and drama.</p> <p>Explain own responses to the idea of samsara – the cycle of life through writing.</p>

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		Communicate: Explain own responses to the idea of samsara – the cycle of life.	
	Concept: Interpretation Unit title: God talk <i>KEY QUESTION:</i> <i>What does God mean to you and other people?</i> <i>KEY VOCABULARY:</i> <i>Interpretation, figurative, literal, God, Allah, metaphor</i>	Communicate: To explain their own interpretations of God. Apply: To explain how interpretations of God change in different circumstances Enquire: To explain how Christians, Hindus and Muslims interpret God. Contextualise: To explain the meaning of interpretation. Evaluate: To evaluate by explaining the value of interpretations of God to believers.	Explain their own interpretations of God through discussion and writing. Explain how interpretations of God change in different circumstances through role play. Explain how Christians, Hindus and Muslims interpret God through discussion. Explain the meaning of interpretation through discussion and independent research. Evaluate by explaining the value of interpretations of God to believers by discussion and art.