

## RE Progression Overview

		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn Term		Understanding of the World links	Stone Age, Iron Age, Bronze Age	Romans in Britain	Anglo-Saxons and Vikings up to 1066	The Tudors	Civil War	Victorian – Harrogate and medical advancement
Objectives	Believing	<p><b>Which stories are special and why?</b></p> <ul style="list-style-type: none"> <li>-I can talk about some religious stories.</li> <li>-I can recognise some religious words, e.g., about God.</li> <li>-I can identify some of their own feelings in the stories they hear.</li> <li>-I can identify a sacred text e.g., Bible, Qur'an</li> <li>-I can talk about what Jesus teaches about keeping promises and say why keeping promises is a good thing to do.</li> <li>-I can talk about what Jesus teaches about saying 'thank you', and why it is good to thank and be thanked.</li> </ul> <p><b>Which people are special and why?</b></p> <ul style="list-style-type: none"> <li>-I can talk about people who are special to them.</li> <li>-I can say what makes their family and friends special to them.</li> <li>-I can identify some of the qualities of a good friend.</li> <li>-I can reflect on the question 'Am I a good friend?'</li> <li>-I can recall and talk about stories of Jesus as a friend to others.</li> <li>-I can recall stories about special people in other religions and talk about what we can learn from them.</li> </ul>	<p><b>Who is a Christian and what do they believe?</b></p> <ul style="list-style-type: none"> <li>-I can talk about some simple ideas about Christian beliefs about God and Jesus.</li> <li>-I can re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means.</li> <li>-I can ask some questions about believing in God and offer some ideas of their own.</li> <li>-I can talk about issues of good and bad, right and wrong arising from the stories.</li> </ul>	<p><b>Who is Jewish and what do they believe?</b></p> <ul style="list-style-type: none"> <li>-I can re-tell a story that shows what Jewish people at Shabbat might think about God, suggesting what it means.</li> <li>-I can talk about how the mezuzah in the home reminds Jewish people about God.</li> <li>-I can talk about how Shabbat is a special day of the week for Jewish people and give some examples of what they might do to celebrate Shabbat.</li> </ul>	<p><b>What do different people believe about God?</b></p> <ul style="list-style-type: none"> <li>-I can describe some of the ways in which Christians describe God.</li> <li>-I can identify how and say why it makes a difference in people's lives to believe in God.</li> <li>-I can suggest why having a faith or belief in something can be hard.</li> <li>-I can ask questions and suggest some of their own responses to ideas about God.</li> </ul>	<p><b>Why is Jesus inspiring to some people?</b></p> <ul style="list-style-type: none"> <li>-I can make connections between some of Jesus' teachings and the way Christians live today.</li> <li>-I can describe how Christians celebrate Holy Week and Easter Sunday.</li> <li>-I can identify the most important parts of Easter for Christians and say why they are important.</li> <li>-I can identify what is important for Christians.</li> </ul>	<p><b>Why do some people believe God exists</b></p> <ul style="list-style-type: none"> <li>-I can outline clearly a Christian understanding of what God is like, using examples and evidence.</li> <li>-I can give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging.</li> <li>-I can express thoughtful ideas about the impact of believing or not believing in God on someone's life.</li> <li>-I can present different views on why people believe in God or not, including their own ideas.</li> </ul>	<p><b>What do religions say to us when life gets hard?</b></p> <ul style="list-style-type: none"> <li>I can express ideas about how and why religion can help believers when times are hard, giving examples.</li> <li>I can outline Christian, Hindu and/or nonreligious beliefs about life after death.</li> <li>I can explain some similarities and differences between beliefs about life after death.</li> <li>I can explain some reasons why Christians and Humanists have different ideas about an afterlife.</li> </ul>
	Coppice 50		Visit a place of worship – Christianity	Visit a place of worship – Christianity				

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Spring Term		Changes	United Kingdom – Great Fire of London	Europe - Ancient Greeks	Americas – Maya Civilisation	Africa – Ancient Egyptians	Asia – Genghis Khan	Victorian – Suffrage and social reform
Objectives	Expressing	<p><b>Which places are special and why?</b></p> <ul style="list-style-type: none"> <li>-I can talk about somewhere that is special to themselves, saying why.</li> <li>-I am aware that some religious people have places which have special meaning for them.</li> <li>-I can talk about the things that are special and valued in a place of worship.</li> <li>-I can identify some significant features of sacred places.</li> <li>-I can recognise a place of worship.</li> <li>-I can get to know and use appropriate words to talk about their thoughts and feelings when visiting a church.</li> </ul> <p><b>Which times are special and why?</b></p> <ul style="list-style-type: none"> <li>-I can give examples of special occasions and suggest features of a good celebration.</li> <li>-I can recall simple stories connected with Christmas/ Easter and a festival from another faith.</li> <li>-I can say why Christmas/Easter and a festival from another faith is a special time for Christians/ members of the other faith.</li> </ul>	<p><b>How and why do we celebrate special and sacred times</b></p> <ul style="list-style-type: none"> <li>-I can identify some ways Christians celebrate Christmas/Easter/ Harvest/ Pentecost and some ways a festival is celebrated in another religion.</li> <li>-I can re-tell stories connected with Easter and a festival in another religion and say why these are important to believers.</li> <li>-I can ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion.</li> <li>-I can collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers.</li> </ul>	<p><b>How and why do we celebrate special and sacred times?</b></p> <ul style="list-style-type: none"> <li>-I can identify some ways Christians celebrate Easter and some ways a festival is celebrated in another religion.</li> <li>-I can re-tell stories connected with Easter and a festival in another religion and say why these are important to believers.</li> <li>-I can ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion.</li> <li>-I can collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers.</li> <li>-I can suggest meanings for symbols and actions used in religious celebrations.</li> </ul>	<p><b>Why are festivals important to religious communities</b></p> <ul style="list-style-type: none"> <li>-I can make connections between stories, symbols, and beliefs with what happens in at least two festivals.</li> <li>-I can identify similarities and differences in the way festivals are celebrated within and between religions.</li> <li>-I can ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid).</li> <li>-I can explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives.</li> </ul>	<p><b>Why do some people think that life is a journey? What significant experiences mark this?</b></p> <ul style="list-style-type: none"> <li>-I can suggest why some people see life as a journey and identify some of the key milestones on this journey.</li> <li>-I can describe what happens in Christian ceremonies of commitment and say what these rituals mean.</li> <li>-I can suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people.</li> <li>-I can link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief.</li> </ul>	<p><b>If God is everywhere, why go to a place of worship?</b></p> <ul style="list-style-type: none"> <li>-I can make connections between how believers feel about places of worship in different traditions.</li> <li>-I can select and describe the most important functions of a place of worship for the community.</li> <li>-I can give examples of how places of worship support believers in difficult times, explaining why this matters to believers.</li> <li>-I can present ideas about the importance of people in a place of worship, rather than the place itself.</li> </ul>	<p><b>Is it better to express your religion in arts and architecture or in charity and generosity?</b></p> <ul style="list-style-type: none"> <li>-I can describe and make connections between examples of religious creativity (buildings and art).</li> <li>-I can show understanding of the value of sacred buildings and art.</li> <li>-I can suggest reasons why some believers see generosity and charity as more important than buildings and art.</li> <li>-I can apply ideas about values and from scriptures to the title question.</li> </ul>
	Coppice 50			Visit a place of worship – Judaism	Visit a place of worship – Christianity			

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		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Summer Term		Community	United Kingdom – History of Harrogate and Coppice Valley	Europe – The French Revolution	Americas – Civil Rights Movement	Africa – Scramble for Africa	Asia - Birth of Modern Religions	Victorian – Empire and Exploration
Objectives	Living	<p><b>Being special, where do we belong?</b></p> <ul style="list-style-type: none"> <li>-I can re-tell religious stories making connections with personal experiences.</li> <li>-I can share and record occasions when things have happened in their lives that made them feel special.</li> <li>-I can recall simply what happens at a traditional Christian infant baptism and dedication.</li> <li>-I can recall simply what happens when a baby is welcomed into a religion other than Christianity.</li> </ul> <p><b>What is special about our world and why?</b></p> <ul style="list-style-type: none"> <li>-I can talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world.</li> <li>-I can re-tell stories, talking about what they say about the world, God, human beings.</li> <li>-I can think about the wonders of the natural world, expressing ideas and feelings.</li> <li>-I can express ideas about how to look after animals and plants.</li> <li>-I can talk about what people do to mess up the world and what they do to look after it.</li> </ul>	<p><b>How should we care for others and the world, and why does it matter?</b></p> <ul style="list-style-type: none"> <li>-I can re-tell Bible stories and stories from another faith about caring for others and the world.</li> <li>-I can identify ways that some people make a response to God by caring for others and the world.</li> <li>-I can use creative ways to express their own ideas about the creation story and what it says about what God is like.</li> <li>-I can talk about some texts from different religions that promote the 'Golden Rule' and think about what would happen if people followed this idea more.</li> <li>-I can talk about issues of good and bad, right, and wrong arising from the stories.</li> </ul>	<p><b>How should we care for others and the world, and why does it matter?</b></p> <ul style="list-style-type: none"> <li>-I can re-tell Bible stories and stories from another faith about caring for others and the world.</li> <li>-I can identify ways that some people make a response to God by caring for others and the world.</li> <li>-I can use creative ways to express their own ideas about the creation story and what it says about what God is like.</li> <li>-I can talk about some texts from different religions that promote the 'Golden Rule' and think about what would happen if people followed this idea more.</li> <li>-I can talk about issues of good and bad, right, and wrong arising from the stories.</li> </ul>	<p><b>What does it mean to be a Christian in Britain today?</b></p> <ul style="list-style-type: none"> <li>-I can describe some examples of what Christians do to show their faith and make connections with some Christian beliefs and teachings.</li> <li>-I can describe some ways in which Christian express their faith through hymns and modern worship songs.</li> <li>-I can 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.</li> <li>-I can 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.</li> </ul>	<p><b>What does it mean to be a Hindu in Britain Today?</b></p> <ul style="list-style-type: none"> <li>-I can describe some examples of what Hindus do to show their faith and make connections with some Hindu beliefs and teachings about aims and duties in life.</li> <li>-I can describe some ways in which Hindus express their faith through puja, aarti and bhajans.</li> <li>-I can 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.</li> <li>-I can 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.</li> </ul>	<p><b>What does it mean to be a Muslim in Britain today?</b></p> <ul style="list-style-type: none"> <li>-I can make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad.</li> <li>-I can describe and reflect on the significance of the Holy Qur'an to Muslims.</li> <li>-I can describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils.</li> <li>-I can make connections between the key functions of the mosque and the beliefs of Muslims.</li> </ul>	<p><b>What difference does it make to believe in Ahimsa (harmlessness), Grace, and Ummah (community)?</b></p> <ul style="list-style-type: none"> <li>-I can make connections between beliefs and behaviour in different religions.</li> <li>-I can make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions.</li> <li>-I can outline the challenges of being a Hindu, Christian or Muslim in Britain today.</li> <li>-I can consider similarities and differences between beliefs and behaviour in different faiths.</li> </ul>
							Visit a place of worship – Hinduism	Visit a place of worship – Islam