

National Curriculum: Progression in Religious Education



Religious Education		Time can be allocated to RE creatively and flexibly over terms and the subject might be planned in combination with other subjects. The Milton Keynes agreed syllabus has been based on the expectation that the following hours be devoted to RE: • Key Stage 1: 36 hours per year • Key Stage 2: 45 hours per year					
	Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
KEY QUESTIONS	<p><u>Aut 1:</u> Eid/ Bonfire night/Harvest <u>Aut 2:</u> Christmas <u>Spring 1:</u> Chinese New Year <u>Spring 2:</u> Easter <u>Summer 1:</u> St George's Day</p> <p>*see bottom of page for foundation stage leading questions taken from MK syllabus</p>	<p><u>Aut 1:</u> Is everybody special? <u>Aut 2:</u> Should we celebrate Harvest or Christmas? <u>Spring 1:</u> Does Creation help people understand God? <u>Spring 2:</u> Should everyone follow Jesus? <u>Summer 1:</u> Are some stories more important than others? <u>Summer 2:</u> Do we need shared special places?</p>	<p><u>Aut 1:</u> Who should you follow? <u>Aut 2:</u> Do religious symbols mean the same to everyone? <u>Spring 1:</u> Does everyone celebrate the New Year? <u>Spring 2:</u> How should the Church celebrate Easter? <u>Summer 1:</u> Can stories change people? <u>Summer 2:</u> How should you spend the weekend?</p>	<p><u>Aut 1:</u> Do Christians have to take communion? <u>Aut 2:</u> Is light a good symbol for celebration? <u>Spring 1:</u> Is a Jewish /Hindu child free to choose their beliefs? <u>Spring 2:</u> Does Easter make sense without Passover? <u>Summer 1:</u> Does Jesus have authority for everyone? <u>Summer 2:</u> Can made-up stories tell the truth?</p>	<p><u>Aut 1:</u> Do Murtis help Hindus understand God? <u>Aut 2:</u> Does the Christmas narrative need Mary? <u>Spring 1:</u> Is a holy journey necessary for believers? <u>Spring 2:</u> Should believers give things up? <u>Summer 1:</u> Did Jesus really do miracles? <u>Summer 2:</u> Does prayer change things?</p>	<p><u>Aut 1:</u> Do Muslims need the Qur'an? <u>Aut 2:</u> Does God communicate with man? <u>Spring 1:</u> Does the community of the Mosque help Muslims lead better lives? <u>Spring 2:</u> Was the death of Jesus a worthwhile sacrifice? <u>Summer 1:</u> Are you inspired? <u>Summer 2:</u> What's best for our world? Does religion help people decide?</p>	<p><u>Aut 1:</u> Are Saints encouraging role models? <u>Aut 2:</u> Is "God made Man" a good way to understand the Christmas story? <u>Spring 1:</u> Do clothes express belief? <u>Spring 2:</u> Is the resurrection important to Christians? <u>Summer 1:</u> Can we know what God is like? <u>Summer 2:</u> Does it matter what people believe about creation?</p>

<p>FAITH/THEMES</p>	<p><u>Aut 1:</u> Islam/ Christianity <u>Aut 2:</u> Christianity <u>Spring 1:</u> traditional Chinese folk religion/ influences from Confucianism, Buddhism and Taoism <u>Spring 2:</u> Christianity <u>Summer 1:</u> Christianity</p>	<p><u>Aut 1:</u> Christianity/God/ Belonging <u>Aut 2:</u> Christianity/Harve st/Christmas/Cele bration <u>Spring 1:</u> Christianity/Judai sm/Creation <u>Spring 2:</u> Christianity/Jesus /Leaders/Rabbi/Vi cars <u>Summer 1:</u> Christianity/Judai sm/Old Testament stories <u>Summer 2:</u> Judaism/Synagog ue/Community/Sy mbols</p>	<p><u>Aut 1:</u> Christianity/Judai sm/Moses/ Old Testament <u>Aut 2:</u> Christianity/Judai sm/Symbols/Chri stmas <u>Spring 1:</u> Christianity/Judai sm/New Year/ Rosh Hashanah <u>Spring 2:</u> Christianity/Easte r/Holy Week <u>Summer 1:</u> Christianity/Judai sm/Old Testament stories <u>Summer 2:</u> Judaism/Shabbat</p>	<p><u>Aut 1:</u> Christianity/Worshi p/Communion <u>Aut 2:</u> Hindu/Christianity/J udaism/ Advent/Divali/Chan ukah <u>Spring 1:</u> Judaism/Hindu/Beli ef/Commandments <u>Spring 2:</u> Judaism/Christianit y/Freedom <u>Summer 1:</u> Christianity/Authori ty <u>Summer 2:</u> Christianity/Truth/S tory</p>	<p><u>Aut 1:</u> Hindu/Art/Symb ol/God <u>Aut 2:</u> Christianity/Mar y/Worship <u>Spring 1:</u> Hindu/Christianit y/Pilgrimage <u>Spring 2:</u> Christianity/Lent <u>Summer 1:</u> Christianity/Mira cles <u>Summer 2:</u> Christianity/Hin du/Prayer</p>	<p><u>Aut 1:</u> Islam/Muhammad (pbuh)/God/Allah/ Jibreel <u>Aut 2:</u> Christianity/Peac e/Christmas <u>Spring 1:</u> Islam/Sacred Places/Mosque <u>Spring 2:</u> Christianity/Sacrifi ce/Sin/Redemptio n <u>Summer 1:</u> Christianity/Holy Spirit/Inspiration <u>Summer 2:</u> Christianity/Isla m/Charity/Zakat</p>	<p><u>Aut 1:</u> Christianity/Saints <u>Aut 2:</u> Christ/Incarnation /Emmanuel <u>Spring 1:</u> Islam/Hijab/Sikh/ Khalsa/5Ks <u>Spring 2:</u> Christianity/Etern al life <u>Summer 1:</u> Christianity/Islam/ Hindu <u>Summer 2:</u> Multi faith/Creation/Ca re for world</p>
<p>BELIEVING Core knowledge and understanding of texts, stories and key beliefs</p>	<p><u>EYFSP handbook:</u> PC1 Enjoys joining in with family customs and routines. PC2 Early Learning Goal: Children know about similarities and differences between themselves and others,</p>	<p>Recognise the core beliefs of the religion(s) studied e.g. creation, salvation incarnation; belief in one God (Christianity & Judaism). Recall a variety of religious stories used for different purposes.</p>	<p>Give a simple account of the core beliefs of the religions studied. Retell a selection of key stories, making links to the core beliefs.</p>	<p>Identify the role of some religious figures in the core beliefs and stories (Jesus, Moses, Rama, Sita etc.). Identify different types of texts within sacred writings (laws, narratives, prayers, poems & story).</p>	<p>Describe the lives of the most important religious figures and their place within the belief system. Suggest meaning for the various kinds of writing found within sacred texts.</p>	<p>Identify and describe the role of sacred texts in establishing belief systems and influencing religious leaders. Use technical & religious language to identify the different writings within sacred texts.</p>	<p>Recognise the role of inspiration in the creation of sacred texts and the lives of leaders. Explain the connections between sacred texts and beliefs using theological terms.</p>

		and among families, communities and traditions.						
BEHAVING	Practice and participation in faith communities; diversity of beliefs in action personally, locally and globally		Give simple examples of how the stories and beliefs influence the behaviour of believers.	Give examples of the festivals/rituals that link to key beliefs (e.g. Christmas, Easter, Passover, Sukkot).	Identify the key practices of a faith and some of the differences between denominations or sects.	Make links between the texts studied and the practice of faith in the community.	Make clear links between the texts and concepts studied and common practice across denominations.	Show how believers put their beliefs into practice in different ways (e.g. different denominations and sects)
			Identify some elements of practice that arise from these beliefs.	Give examples of how beliefs are linked to worship and prayer.	Describe how beliefs influence worship and lifestyle.	Describe the beliefs that have the greatest impact on practice.	Describe the actions of believers in their communities, locally and globally that arise from their beliefs.	Show how inspiration might play a part in how believers interpret the texts.
REFLECTING, RESPONDING and MAKING LINKS Comparing and contrasting,			Talk about their own experiences in the light of the religious knowledge gained. Express their own opinions appropriately.		Raise questions and suggest answers about the way that the key beliefs studied influence the attitudes and values of wider society.		Identify the key ideas from the faiths studied so far that believers may find helpful or inspiring. Discuss the impact that believers' actions have on their communities,	

evaluating and appraising and making connections to their own and others' lives		<p>Talk about the differences that beliefs make to the way believers live.</p> <p>Make simple comparisons to their own lives</p>	<p>Make links between the teachings of religious figures and current leaders.</p> <p>Suggest how the stories and teachings studied might make a difference to the way the pupils think and behave</p>	<p>locally and globally and comment on how positive this may be.</p> <p>Compare the religious ideas to the opportunities and problems of the wider world</p>
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Foundation Stage Leading Questions:

- Who are you? • What makes you the same or different from other people? • Why are these people special?

- Why do you like this story? • What makes this story important? • Where does this story come from? • Who told this story? • What can we learn from this story? • How do we look after special and sacred books? • How do we know this is an important book? • What makes a time special for you and other people? • Why and how do we celebrate? (saying thank you, to remember, with others/community) • What do people say thank you for and to whom? • What is praying? • Why is praying so important to some people?

- What makes a place special and important? • How do you/people keep this place special? • Where is your special place? • Why is it special for you? • What is special and/or important about this place for some people? • What important things can you/people see? • How do you/people feel in this place? • What different things do people do?

- What makes something precious? • Why are these things precious to some people? • How should we treat things that are precious to other people?