

RE	Progression	Intent						Implementation	Impact			
Year group	Skills knowledge the children should already have	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	How will this be taught?	What skills/knowledge will children have acquired?	Key vocabulary	Key Questions	
Foundation	Children should have some understanding of the world around them and that not everyone is the same or has the same beliefs.	Creation Why is the word God so important to Christians?	Incarnation Why do Christians perform Nativity plays at Christmas?	Thematic Being special: where do we belong?	Salvation Why do Christians put a cross on their Easter garden?	Thematic Which places are special and why?	Thematic Which stories are special and why?	Children will be taught as a whole class for 15 minutes. In term one, there will be one focus group led by the teacher that children will visit, discuss and complete an activity with the adult. Over the following terms, there will be an increased number of focus and independent groups. The following pedagogies will be used with the children: <ul style="list-style-type: none"> • Text level work • Art • Music • Drama • Storytelling • Discussion • Questioning 	God/Creation Christians believe that God created the heavens and the earth. Christians believe that they must treat God's name with respect. They believe that the earth and everything in it belongs to God and that he gave them special jobs to do. Adam was given a special job to care for the animals. Jesus told stories or parables about how much God loves Christians (the parable of the precious pearl). Incarnation The key events from the nativity story. That Jesus was two or three when the wise men arrived. That stories have changed over time and that we must go back to the original texts to understand what happened. Understand why people perform nativity plays and where the first ones came from. Jesus welcomes everyone even the little children. Jesus loves everyone so much that he even knows the number of hairs on someone's head. Salvation By the end of this unit, children will know that: Christians remember Jesus' last week at Easter. <ul style="list-style-type: none"> • Jesus' name means 'He saves'. • Christians believe Jesus came to show God's love. • Christians try to show love to others. Being Special – Where do we belong? This unit plan focuses on Christianity, Hinduism and Islam. Teachers should use their professional judgement when deciding whether to teach about other religions alongside of these or instead of them when delivering this scheme of work to their own classes. Please bear in mind that families who do not follow a religious tradition also welcome new babies and children can look at ways in which this happens, including non-religious naming ceremonies. Which places are special and why? This unit mainly focuses on Christians and Muslims, with opportunities to explore Jewish and Hindu places of worship too. Teachers may wish to teach about other religions alongside or instead of these when delivering this scheme of work to their own classes. During a visit or virtual tour of a place of worship, pupils may have the opportunity to see religious items that they have learnt about in previous units (such as holy books or objects linked with religious festivals). Which stories are special and why? This unit focuses on stories from Christianity, Islam and Judaism. There are strong links between this unit and English.	God/Creation God Creation Adam Eve Animals Respect Believe Stewardship Parables Pearl Precious Incarnation Jesus Christmas Heaven God Wise men Magi Shepherds Nativity Francis of Assisi Incarnation Human God Saviour Herod World Salvation Jesus God Salvation Cross Disciples Donkey Hosanna Palm leaves Palm Sunday Good Friday Easter Day Resurrection The Good Samaritan Thematic units Special Stories Religious Muslims Islam Hindus Hinduism Christianity Christians Believe	Who do you think created the world? What do you think it would be like to be the creator? How do you think it would feel to create something that was living? Do you know what a parable is? Why do you think Jesus told parables? What message might Jesus have been trying to share when he told the precious pearl story? What is a nativity story? Who are the main characters in the nativity story? Do you know any of the events from when Jesus was born? Do you know why we act out nativity stories? Why do you think that it is important to Christians that Jesus welcomes the little children? How do Christians know that Jesus loves them? What does Salvation mean? Can you think of a time when someone saved you? How did Jesus save Christians? Why did Jesus have to die on a cross? What happened when Jesus died? What can you tell me about Palm Sunday? What did people shout on Palm Sunday?	

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1	From their time in Foundation, the children will have some knowledge of the creation story and what it means to Christians. they will also be aware of the Christian idea of God and the Jewish religion. They will have knowledge of the key events in the Christmas story and have started to use the term incarnation.	Creation Who made the world?	Incarnation Why does Christmas matter to Christians?	Judaism Who is Jewish and how do they live?	God What do Christians believe God is like?	Thematic What does it mean to belong to a faith community?	Thematic How should we care for the world and why does it matter?	The following pedagogies will be used with the children: <ul style="list-style-type: none"> • Text level work • Art • Music • Drama • Storytelling • Discussion • Questioning • Debate 	<p>Creation By the end of this unit, children will have built upon their knowledge of what Christians believe about creation. They will start to understand that different Christians have different views. The children will become more familiar with key events and begin to compare texts.</p> <p>Incarnation In this unit the children will start to think about the terms secular and religious. They will begin to talk about the key events from the Christmas story and consider which traditions are secular and which are religious. They will focus on religious art work and drawings.</p> <p>Judaism Within this unit the children will begin to find out about the Jewish religion and way of life. They will look at simple texts such as the Shema and discuss why these are important for Jewish people. They will have a firm understanding of some celebrations and ways of life.</p> <p>God By the end of this unit, pupils will be able to:</p> <ul style="list-style-type: none"> • Identify what a parable is. • Tell the story of the Lost Son from the Bible simply, and recognise a link with the concept of God as a forgiving Father. • Give clear, simple accounts of what the story means to Christians. • Give at least two examples of a way in which Christians show their belief in God as loving and forgiving; for example, by saying sorry; by seeing God as welcoming them back; by forgiving others. • Give an example of how Christians put their beliefs into practice in worship; by saying sorry to God, for example. • Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas. <p>God By the end of this unit, children will be able to: Identify what a parable is. Tell the story of the Lost Son from the Bible simply, and recognise a link with the concept of God as a forgiving Father. Give clear, simple accounts of what the story means</p>	<p>Creation Creation God Creationist Belief Believe Big Bang Incarnation Christmas Religious Secular Incarnation Birth Event Celebration Incarnation Incarnation Jesus Mary Joseph Shepherds Wise men Holy Immanuel Secular religious Judaism Shema Mezuzah Jew Jewish Believer Rabbi Synagogue Worship Shabbat God Holy Loving God Believer Prayer Peace Christ Jesus Thematic Community Faith World Care Steward Stewardship Love Kindness thoughtfulness</p>	<p>Who made the world? Do all Christians believe the same? What happened on each day of creation? How might you tell the story through art? Where in the bible can you find the Christian creation story? What does the word incarnation mean? What is a Mezuzah? What is a faith community? How do people know that they belong? How should we care for the world?</p>

									<p>to Christians. Give at least two examples of a way in which Christians show their belief in God as loving and forgiving; for example, by saying sorry; by seeing God as welcoming them back; by forgiving others. Give an example of how Christians put their beliefs into practice in worship; by saying sorry to God, for example. Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas.</p> <p><u>What does it mean to belong to a faith community?</u></p> <p>This is one of three thematic units in Key stage 1, which means it compares more than one religious tradition on the theme of belonging. The syllabus recommends that this is a good unit for the early part of Year 1 (see syllabus p. 147). Take opportunities to make connections with belonging to your infant school. You should also build on pupils' learning from FS, where they will have encountered specific Christian ideas (Units F1, F2 and F3), as well as ideas about being special (Unit F4), special places (Unit F5) and special stories (Unit F6). This unit enables pupils to think about belonging and to learn about how Christians,</p> <p><u>How should we care for the world and why does it matter?</u></p> <p>This is one of three thematic units in Key stage 1. Before studying this, pupils will have studied systematic units on Christians, Muslims and Jewish people. Throughout this unit, make connections with pupils' prior learning from earlier in the year: how does the concept of caring spring from the beliefs of Christian/Jewish and Muslim people studied? E.g. through studying Bible stories, the lives of believers such as Dr Barnardo, Mother Teresa or a local believer, the Jewish practice of tzedakah and Sukkot celebrations, pupils learn about how beliefs turn into actions for many religious and non-religious people. The unit encourages creativity using art and music</p>		
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2	The children will have a basic knowledge of the religion of Islam from their studies in Foundation Stage. They will have a growing awareness of the big story of the bible and understand that Christians believe that Jesus came to save, They will understand	<u>Gospel</u> What is the good news that Jesus brings?	<u>Gospel</u> What is the good news that Jesus brings?	<u>Islam</u> Who is a Muslim and how do they live? (Part 1)	<u>Salvation</u> Why does Easter matter to Christians?	<u>Islam</u> Who is a Muslim and how do they live? (Part 2)	<u>Thematic</u> What makes some places special to believers?	The following pedagogies will be used with the children: <ul style="list-style-type: none"> • Text level work • Art • Music • Drama • Storytelling • Discussion • Questioning • Debate 	<u>Gospel</u> By the end of this unit children will be able to: Tell stories from the Bible and recognise a link with a concept of 'Gospel' or good news. Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians. Recognise that Jesus gives instructions to people about how to behave. Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless. Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession). Think, talk and ask questions about whether Jesus' 'good news' is only good news for	<u>Gospel</u> News Jesus Save Love Fishermen Salvation Bible New testament Prophet Allah Muhammad Messenger Qur'an Muslim Believer Belief Understanding Saved	<p>What is the good news that Jesus brings?</p> <p>Why do Christians believe that Jesus brings good news?</p> <p>What does it mean to be saved?</p> <p>Can you tell me about the Christian idea of Salvation?</p> <p>What is a place of worship?</p> <p>Which special places do you know that believers visit?</p> <p>What can you tell me about Islam?</p> <p>Who is important in the Islamic religion?</p> <p>Can you tell me what a place of worship is?</p> <p>What do you know about the Masjid?</p>

	that believers from different religions have special places where they go to worship.								Christians, or if there are things for anyone to learn, exploring different ideas. Islam This systematic study of Islam sets the foundations for pupils' learning about Muslims and the religion of Islam Thematic What makes some places special to believers? This is one of three thematic units in Key Stage 1 (i.e. it compares more than one viewpoint on the theme of sacred places). Before studying this, pupils will have studied systematic units on Christians, Muslims and Jewish people (i.e. units focused on a single religion). Throughout this unit, make connections with pupils' prior learning from earlier in the year: how do places of worship connect with Christian and Muslim/Jewish beliefs and practices studied? E.g. key stories of Jesus are shown in a church, including clear links to Easter; the mosque is used as a place of prayer, and often contain calligraphy; many Jewish symbols are seen in synagogues and in the home.	Salvation Saviour Sin Freedom Cross Debt grace place of worship mosque church Mandir	
Year group	Skills knowledge the children should already have	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	How will this be taught?	What skills/knowledge will children have acquired?	Key vocabulary	Key Questions
3	In Key Stage One and Foundation, the children will have learnt about the five pillars of Islam and have knowledge of simple religious practices. They will have found out about the big story of the Bible and have some basic knowledge about the Christian beliefs linked to creation. They will have found out about festivals and artefacts linked to Judaism.	People of God What is it like to follow God?	Incarnation/God What is the Trinity?	Islam How do festivals and worship show what matters to a Muslim?	Judaism How do festivals and family life show what matters to Jewish people?	Creation/Fall What do Christians learn from the creation story?	Thematic How and why do people try to make the world a better place?	The following pedagogies will be used with the children: <ul style="list-style-type: none"> • Text level work • Art • Music • Drama • Storytelling • Discussion • Questioning • Debate 	People of God By the end of this unit children will know that: Make clear links between the story of Noah and the idea of covenant. Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony. Make links between the story of Noah and how we live in school and the wider world Incarnation By the end of this unit children will know that: Identify the difference between a 'Gospel', which tells the story of the life and teaching of Jesus, and a letter. Offer suggestions about what texts about baptism and Trinity might mean. Give examples of what these texts mean to some Christians today. Describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) and in the way they live. Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what the God of Christianity is like. Islam A second systematic unit on Islam builds on the thematic encounters with Muslims in Foundation Stage (Being Special, Special Times, Special Places) and the KS1 systematic unit (Unit 1.6 Who is Muslim and how do they live?). This unit offers opportunities to recall and deepen learning from the earlier unit, as well as extending pupils' understanding. Judaism This is the second systematic unit focusing on Jewish people. This unit builds on that learning in Unit 1.7. This unit explores the	People of God Prophets Abraham Moses David Freedom Disciple Follower Trust Jesus God Matthew Tax Collector Incarnation Trinity God Father Holy Spirit Jesus Son Messiah Artist Scripture Bible Verse Chapter Winnowing Islam Prophet Muhammad Allah Believer Peace Islam Qu'ran Salah Shadahah Sawm Hajj Zakah Judaism	What is it like to follow God? What is the Trinity? Can you tell me about the trinity? How do festivals and worship show what matters to a Muslim? Can you tell me about different Islamic festivals? Can you tell me about Ramadan? What is Iftar>? How do festivals and family life show what matters to Jewish people? What do Christians learn from the creation story? What is the fall? How does creation and fall fit into the big story of the Bible? How and why do people try to make the world a better place? What is amazing about this world? How do people care for the world?

									importance of the family and home in Judaism. Creation/Fall By the end of this unit children will know that: Place the concepts of God and Creation on a timeline of the Bible's 'Big Story'. Make clear links between Genesis 1 and what Christians believe about God and Creation. Describe what Christians do because they believe God is Creator. (For example, follow God, wonder at how amazing God's creation is; care for the earth in some specific ways.) Ask questions and suggest answers about what might be important in the creation story for Christians living today, and for people who are not Christians. Thematic	Festivals Shabbat Jewish Believer G-D Torah Scrolls Home celebration Creation/Fall Creation Fall Sin Adam Eve Serpent Fruit Garden Eden Thematic Believer Kindness Believe World Care People Hope Stewardship	
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4	In Key Stage One, the children will have found out about key concepts linked to Christianity. They will have encountered key vocabulary such as 'Gospel' and understand what this means for believers. They will have a firm understanding of the Easter story and what this means for believers. In Foundation they will have found out about some key beliefs in Hinduism.	Gospel What kind of world did Jesus want?	Kingdom of God When Jesus left; what was the impact of Pentecost?	Hinduism What do Hindus believe God is like?	Salvation Why do Christians call the day that Jesus died 'Good Friday'?	Hinduism What does it mean to be a Hindu in Britain today?	Thematic How and why do people mark the significant events of life?	The following pedagogies will be used with the children: <ul style="list-style-type: none"> • Text level work • Art • Music • Drama • Storytelling • Discussion • Questioning • Debate 	Gospel By the end of this unit children will be able to: Identify this as part of a 'Gospel', which tells the story of the life and teaching of Jesus. Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'. Offer suggestions about what Jesus' actions towards the leper might mean for a Christian. Make simple links between Bible texts and the concept of 'Gospel' (good news). Give examples of how Christians try to show love to all, including how members of the clergy follow Jesus' teaching. Make links between the Bible stories studied and the importance of love, and life in the world today, expressing some ideas of their own clearly. Kingdom of God By the end of this unit children will be able to: Make clear links between the story of the Day of Pentecost and Christian belief about the Kingdom of God on Earth. Offer suggestions about what the description of Pentecost in Acts 2 might mean. Give examples of what Pentecost means to some Christians now. Make simple links between the description of the Day of Pentecost in Acts 2, the Holy Spirit and the Kingdom of God, and how Christians live their whole lives and in their church communities. Make links between ideas about the Kingdom of God explored in the Bible and what people believe about following God in the world today, expressing some of their own ideas. Hinduism	Jesus Disciples Followers God World Pentecost Impact Fire Holy Spirit Hindu Hinduism Brahman Murtis Festivals Significant Religious Understanding Salvation	Who were Jesus' followers? What did Jesus want the world to be like? Who were the disciples? What happened at Pentecost? How did the Holy Spirit appear? What did the Holy Spirit enable people to do? What was good Friday? What happened at Easter? What does Salvation mean?

									<p>This unit focuses on Hinduism, as does unit L2.8. Unit L2.7 looks at the concept of Brahman/God in Hinduism whilst Unit L2.8 focuses on life as a Hindu in Britain today. Both units are suitable for Years 3 and 4 and either can be taught first. When teaching the second unit, please ensure that pupils are encouraged to recall and build upon their learning and understanding from the first one. There are plenty of opportunities to do this, especially when focusing on Diwali.</p> <p><u>Salvation</u> By the end of this unit children will be able to: Order Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible's 'big story'. Offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean. Give examples of what the texts studied mean to some Christians. Make simple links between the Gospel texts and how Christians mark the Easter events in their church communities. Describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship. Make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly.</p> <p><u>Thematic – How and why do people mark the significant events in life?</u> This unit enables pupils to learn in depth from different religious and spiritual ways of life, relating to milestones on the journey of life. Through exploring baptism, Bar and Bat Mitzvah or Hindu samskaras and marriage pupils explore how and why people choose to mark significant moments in life.</p>		
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5	<p>The children will have visited each of these themes and topics before. They will be building on their previous learning and understanding.</p> <p>The children will have some understanding of non-religious worldviews but will study Humanism in more depth this year.</p>	<p><u>God</u> What does it mean if God is Holy and loving?</p>	<p><u>Islam</u> What does it mean to be a Muslim in Britain today?</p>	<p><u>Judaism</u> Why is the Torah so important to Jewish people?</p>	<p><u>Creation and Fall</u> Creation and science, conflicting or complimentary?</p>	<p><u>People of God</u> How can following God bring freedom and justice?</p>	<p><u>Thematic</u> What matters most to Humanists and Christians?</p>	<p>The following pedagogies will be used with the children:</p> <ul style="list-style-type: none"> • Text level work • Art • Music • Drama • Storytelling • Discussion • Questioning • Debate 	<p><u>God</u> By the end of this unit children will be able to: Identify some different types of biblical texts, using technical terms accurately. Explain connections between biblical texts and Christian ideas of God, using theological terms. Make clear connections between Bible texts studied and what Christians believe about God; for example, through how churches are designed. Show how Christians put their beliefs into practice in worship. Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own.</p> <p><u>Islam</u> This is the third systematic unit of work focusing on Muslims. This unit builds on that learning in Unit 1.6 and L2.9. Further learning on Jewish people will have been done in thematic units e.g. F5, 1.8, 1.10, L2.12.</p> <p><u>Judaism</u> This is the third systematic unit of work focusing on Jewish people. This unit builds</p>	<p>Holy Loving God Hold Testament Isaiah Bible Muslim Islam Festivals Pillars Belief Understanding Creation Fall Sin Science Concordist Literal Literary Reconstruction God Hebrews Moses Save Rescue Freedom</p>	<p>What do Christians believe God is like?</p> <p>What does loving mean?</p> <p>What does holy mean?</p> <p>What does Islam mean?</p> <p>What can you tell me about key religious festivals in Islam?</p> <p>What is the Torah?</p> <p>Why is the Torah important to Jewish people?</p> <p>What is Humanism?</p> <p>What does it mean to have a non-religious worldview?</p>

									<p>on that learning in Unit 1.7 and L2.10 exploring festivals and family life. Further learning on Jewish people will have been done in thematic units e.g. 1.8, L2.11, L2.12.</p> <p>Creation and Fall By the end of this unit children will be able to: Outline the importance of Creation on the timeline of the 'big story' of the Bible. Identify what type of text some Christians say Genesis 1 is, and its purpose. Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations. Make clear connections between Genesis 1 and Christian belief about God as Creator. Show understanding of why many Christians find science and faith go together. Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses. Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account.</p> <p>People of God By the end of this unit children will be able to: Explain connections between the story of Moses and the concepts of freedom and salvation, using theological terms. Make clear connections between Bible texts studied and what Christians believe about being the People of God and how they should behave. Explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others. Identify ideas about freedom and justice arising from their study of Bible texts and comment on how far these are helpful or inspiring, justifying their responses.</p> <p>Thematic – what matters most to Humanist and Christians? This is a unit that concentrates on the values and ways of living of Christians and Humanists. It is positive about the values found in both of these communities, but notes real and definitive differences between these visions of how to live. For some pupils, it will be the most substantial engagement with Humanism in RE in KS2.</p>	Justice Humanist Non-religious worldview	
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6	The children will have learnt about all of these topics before and will be building upon their learning of each one.	<u>Gospel</u> What would Jesus do?	<u>Incarnation</u> Was Jesus the Messiah?	<u>Hinduism</u> Why do Hindus want to be good?	<u>Salvation</u> What did Jesus do to save human beings?	<u>Kingdom of God</u> What kind of king is Jesus?	<u>Thematic</u> Why do some people believe in God and some not? How does faith help people when life gets hard?	The following pedagogies will be used with the children: <ul style="list-style-type: none"> • Text level work • Art • Music • Drama • Storytelling • Discussion • Questioning • Debate 	<u>Gospel</u> By the end of this unit children will be able to: <u>Incarnation</u> By the end of this unit children will be able to: <u>Hinduism</u> <u>Salvation</u> By the end of this unit children will be able to: <u>Kingdom of God</u>	Gospel Brahman Atman Dharma Samsara Life Death Salvation Grace Non-religious worldview Secular Religious	Who wrote the gospels? What does incarnation mean? Why has Christmas become more of a secular celebration? What do Christians mean by salvation? What can you tell me about the Hindu cycle of life, death and rebirth? What did Jesus do for his people?

									<p>By the end of this unit children will be able to:</p> <p><u>Thematic – why do some people believe in God and some people not?</u></p> <p><u>How does faith help people when life gets hard?</u></p>		<p>What does it mean to have a non religious worldview?</p>
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