



Progression and Core Knowledge in RE

The Big Ideas in RE

- To know about and understand a range of religions and world views
- To express ideas and insights about the nature, significance and impact of religions and world views
- To develop religious literacy and conceptual understanding of what it means to be a person of faith or no faith.
- To articulate ideas and experience of religion, belief and spirituality

RE teaching and learning should enable pupils to...

A. Know about and understand a range of religions and worldviews.	B. Express ideas and insights about the nature, significance and impact of religions and worldviews.	C. Gain and deploy the skills needed to engage seriously with religions and worldviews.
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End of key stage outcomes

RE should enable pupils to:

A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.	B1. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.	C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.
A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.	B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.	C2. Find out about and respond with ideas to examples of co-operation between people who are different.
A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.	B3. Notice and respond sensitively to some similarities between different religions and worldviews.	C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.

Themes	Myself and the world around me	Christianity	Judaism
	EYFS	Y1	Y2
Believing	Children entering Early Years will begin to build a sense of self to enable them to then identify with others. This will be linked to their personal, social and emotional development. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.	Who is Christian and what do they believe? Know that Christians believe in God and follow the example of Jesus (A1). Recognise some Christian symbols and images used to express ideas about God Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means (A2). 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).	Who is Jewish and what do they believe? Know that Jewish people believe in God (A1). Recognise that some Jewish people remember God in different ways (e.g. mezuzah, on Shabbat) (A3). 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 (B1). Re-tell a story that shows what Jewish people at the festivals of Rosh Hashanah, Chanukah or Pesach might think about God, suggesting what it means (A2). Ask some questions about believing in God and offer some ideas of their own (C1) What can we learn from sacred books? Talk about some of the stories that are used in Christianity and Judaism and why people still read them (A2). Recognise some ways in which Jewish and Christian people treat their sacred books (B3). Re-tell stories from the Torah and Bible and

			suggest the meaning of these stories (A2). Ask and suggest answers to questions arising from stories (C1). Talk about issues of good and bad, right and wrong arising from the stories (C3). Suggest their own ideas about stories from sacred texts and give reasons for their significance (C1). Make links between the messages within sacred texts and the way people live (A2).
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Expressing

Celebrate religious events and festivals as they occur through the year.

What makes some places sacred?

Know where Christians go to worship, and talk about what people do there (A1).

Identify special objects and symbols found in a place of Christian and Jewish 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 and synagogues show what people believe (B2).

Describe some of the ways in which people use music in worship, and talk about how different kinds of music makes them feel (C1).

How and why do we celebrate special and sacred times?

Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost (A1).

Re-tell stories connected with Christmas/Easter/Harvest/Pentecost and say why these are important to believers (A2).

Ask questions and suggest answers about stories to do with Christian festivals (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).

How and why do we celebrate special and sacred times?

Identify some ways Jewish people celebrate Rosh Hashanah, Chanukah or Pesach(A1).

Re-tell stories connected with Rosh Hashanah, Chanukah or Pesach and say why these are important to believers (A2).

Ask questions and suggest answers about stories to do with Jewish festivals (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).

Suggest meanings for some symbols and actions used in religious celebrations (A3).

Identify some similarities and differences between the celebrations studied (B3).

Living

To know about similarities and differences between themselves and others, and among families, communities and traditions.

What does it mean to belong to a faith community?

Talk about what is special and of value about belonging to a group that is important to them (B2).

Show an awareness that some people belong to different religions (B1). Expected:

Recognise and name some symbols of belonging from their own experience, for Christians and Judaism, suggesting what these might mean and why they matter to believers (A3).

Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean (A1).

Identify two ways people show they belong to each other when they get married (A1).

Respond to examples of co-operation between different people (C2)

How should we care for others and the world and why does it matter?

Talk about how religions teach that people are valuable, giving simple examples (B1).

Recognise that some people believe God created the world and so we should look after it (A2).

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 different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more (C2)

Use creative ways to express their own ideas about the creation story and what it says about what God is like (C1).

What's next in RE?

We follow the Derbyshire agreed syllabus below is a summary of the key areas

Religions and worldviews

During the key stage, pupils should be taught knowledge, skills and understanding through learning about **Christians, Muslims, Hindus and Jewish people**. Pupils may also encounter other religions and worldviews in thematic units.

Key questions (recommended year groups in brackets)

Believing	
<i>(Religious beliefs, teachings, sources; questions about meaning, purpose and truth)</i>	
L2.1 What do different people believe about God? <i>Christians, Hindus and/or Muslims (Y3)</i>	U2.1 Why do some people think God exists? <i>Christians and non-religious (e.g. Humanists) (Y5)</i>
L2.2 Why is the Bible so important for Christians today? (Y3)	
L2.3 Why is Jesus inspiring to some people? (Y4)	U2.2 What would Jesus do? (Can we live by the values of Jesus in the twenty-first century?) (Y5)
	U2.3 What do religions say to us when life gets hard? <i>Christians, Hindus and non-religious (e.g. Humanists) (Y6)</i>
Expressing	
<i>(Religious and spiritual forms of expression; questions about identity and diversity)</i>	
L2.4 Why do people pray? <i>Christians, Hindus and/or Muslims (Y3)</i>	U2.4 If God is everywhere, why go to a place of worship? <i>Christians, Hindus and/or Jewish people (Y5)</i>
L2.5 Why are festivals important to religious communities? <i>Christians, Hindus and/or Muslims and/or Jewish people (Y3 & Y4)</i>	U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity? <i>Christians, Muslims and non-religious (e.g. Humanists) (Y6)</i>
L2.6 Why do some people think that life is like a journey and what significant experiences mark this? <i>Christians, Hindus and/or Jewish people and non-religious responses (e.g. Humanist) (Y4)</i>	
Living	
<i>(Religious practices and ways of living; questions about values and commitments)</i>	
L2.7 What does it mean to be a Christian in Britain today? (Y3)	U2.6 What does it mean to be a Muslim in Britain today? (Y5)
L2.8 What does it mean to be a Hindu in Britain today? (Y4)	
L2.9 What can we learn from religions about deciding what is right and wrong? <i>Christians, Jewish people and non-religious responses (e.g. Humanist) (Y4)</i>	U2.7 What matters most to Christians and Humanists? (Y6)
	U2.8 What difference does it make to believe in ahimsa (harmlessness), grace and/or Ummah (community)? <i>Christians, Hindus and/or Muslims (Y6)</i>