



Sequencing and Progression of Learning

Subject: RE

	Rec	Y1	Y2	Y3	Y4	Y5	Y6
Strand of Learning 1: religious and non-religious groups and the existence of God	<p>Talk about members of their immediate family and community.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>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.</p>	<p>I wonder - what do Christians believe about God? (Introduction to Christian faith) AO1 They can talk about religious art, symbols and words AO2 Pupils can talk about things that happen to them</p> <p>I wonder - what do Muslims believe about Allah? (Introduction to Islamic faith) AO1 They can talk about religious art, symbols and words AO2 Pupils can talk about things that happen to them</p>	<p>I wonder – what do Jewish people believe about God? (Introduction to Jewish faith) <i>Visit to Wimbledon synagogue if unable to visit in Summer 1</i> AO2 Pupils can ask about what happens to others with respect for their feelings</p>	<p>Is it important for Hindus to believe in different gods and goddesses? (Introduction to Hindu faith) <i>Visit to a Hindu temple</i> AO2 Pupils can ask questions about the meaning of life and about identity</p> <p>Is it okay for different people to believe different things about God? (Christians, Hindus or Muslims) AO1 They can use the right religious words to describe and to briefly compare different practices and experiences AO2 They have begun to give their opinion with reasons and references to some sources of wisdom, such as inspirational people</p>	<p>Should Humanist beliefs be as important as religious beliefs? (Introduction to Humanism) <i>Humanist speaker</i> AO2 Pupils can ask questions about the meaning of life and about identity AO2 They have begun to give their opinion with reasons and references to some sources of wisdom, such as inspirational people</p>	<p>Where do ideas about God come from? (Christianity, Hinduism, Humanism) AO1 Pupils can describe some reasons for why people belong to religions AO1 They use a wider religious vocabulary and have begun to suggest reasons for similarities and differences in the answers given to moral questions and have begun to explain how religious sources are used to provide answers to such questions AO2 They have begun to express much clearer opinions on matters of religion and belief and can use some examples to support their views</p>	<p>If Buddhists don't follow a god, are they religious? (Introduction to Buddhism) <i>Visit to a Buddhist temple, optional due to SATs</i> AO2 Pupils can give their own views and describe the views of others on questions about identity and the meaning of life</p> <p>What do Sikhs think of God? (Introduction to Sikhism) <i>Visit to a Sikh Gurdwara</i> AO2 Pupils can give their own views and describe the views of others on questions about identity and the meaning of life</p>
Greater depth	<p>Pupils can describe a variety of religious celebrations that they have learnt about.</p>	<p>I wonder - what do Christians believe about God? (Introduction to Christian faith) AO1 They can use some religious words to describe some religious practices AO2 Pupils can say what religions teach about some of the big questions of life and have begun to use more sources to explain different views</p> <p>I wonder - what do Muslims believe about Allah? (Introduction to Islamic faith) AO1 They can briefly describe some similarities and differences between religions AO2 Pupils can say what religions teach about some of the big questions of life and have begun to use more sources to explain different views</p>	<p>AO2 Pupils can say what religions teach about some of the big questions of life and have begun to use more sources to explain different views</p>	<p>Is it important for Hindus to believe in different gods and goddesses? (Introduction to Hindu faith) AO2 Pupils can give their own views in more detail and describe the views of others on questions about identity and the meaning of life</p> <p>Is it okay for different people to believe different things about God? AO1 Pupils can compare some of the things that influence them with those that influence others AO2 They have begun to use more reasons, examples and references to sources of wisdom to explain their point of view and the views of others with regards to questions of truth and ethics</p>	<p>AO2 They have begun to use more reasons, examples and references to sources of wisdom to explain their point of view and the views of others with regards to questions of truth and ethics AO2 Pupils can give their own views in more detail and describe the views of others on questions about identity and the meaning of life</p>	<p>AO1 They can ask important questions about life and compare their ideas with those of other people AO2 They have begun to use more reasons, examples and references to sources of wisdom to explain their point of view and the views of others with regards to questions of truth and ethics</p>	<p>If Buddhists don't follow a god, are they religious? (Introduction to Buddhism) AO2 Pupils can consider some of the challenges of belonging to a religion today AO2 Pupils can give their own views in more detail and describe the views of others on questions about identity and the meaning of life AO2 They use brief reasons and some references to sources of wisdom, such as inspirational people</p> <p>What do Sikhs think of God? (Introduction to Sikhism) <i>Visit to a Sikh Gurdwara</i> AO2 Pupils can consider some of the challenges of belonging to a religion today AO2 Pupils can give their own views in more detail and describe the views of others on questions about identity and the meaning of life</p>
Strand of learning 2: sacred objects and special religious people	<p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Understand that some</p>	<p>I wonder - what makes an object special or sacred? (Christianity and Islam) AO1 They can remember the right names for things that are special to believers</p>					

	<p>places are special to members of their community.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Show sensitivity to their own and others' needs.</p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>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.</p>	<p>AO1 They can talk about religious art, symbols and words</p> <p>I wonder - what makes a religious leader special? (Christianity and Islam) <i>Imam or priest speaker</i></p> <p>AO1 They can remember the right names for things that are special to believers</p>					
Greater depth	<p>Pupils can talk at length about the lives of the people around them and their roles in society.</p>	<p>I wonder - what makes an object special or sacred? (Christianity and Islam) AO1 They can briefly describe some similarities and differences between religions</p> <p>I wonder - what makes a religious leader special? (Christianity and Islam) AO1 They can briefly describe some similarities and differences between religions AO1 They can use some religious words to describe some religious practices</p>					
Strand of learning 3: religious stories from religious sources		<p>I wonder if the Bible is a good way of telling Christians about how the world was made? (Christianity) AO1 Pupils can remember religious stories and talk about them AO2 They can talk about what they find interesting or puzzling</p>	<p>I wonder - can sacred books teach us anything? (Christianity, Judaism and Islam) AO1 Pupils can tell religious stories and talk about them AO1 They can talk about some of the things that are the same for religious people AO2 They can talk about some things in stories that make people ask questions</p>	<p>Can Christian and Muslim stories teach us similar lessons? (Christianity and Islam) AO1 Pupils can describe some religious sources and explain that these teachings affect religious groups AO2 Pupils can ask questions about the meaning of life and about identity AO2 They can ask questions about moral decisions they, and others, make and suggest some solutions based on sources of wisdom</p>	<p>Is the Bible relevant for Christians today? (Christians) AO1 Pupils can describe some religious sources and explain that these teachings affect religious groups AO2 They can ask questions about moral decisions they, and others, make and suggest some solutions based on sources of wisdom</p>		<p>Does living biblically mean obeying the whole Bible? (Christianity) AO2 They have begun to express much clearer opinions on matters of religion and belief and can use some examples to support their views</p>
Greater depth		<p>AO1 Pupils can describe a few things that a believer might learn from a religious story AO2 They use more religious and philosophical vocabulary when suggesting reasons for similarities and differences in the answers given to moral</p>	<p>AO1 They can briefly describe some similarities and differences between religions AO1 Pupils can describe a few things that a believer might learn from a religious story AO2 They use more religious and philosophical vocabulary</p>	<p>AO1 Pupils can compare some of the things that influence them with those that influence others AO1 They can ask important questions about life and compare their ideas with those of other people</p>	<p>AO1 Pupils can compare some of the things that influence them with those that influence others AO2 They have begun to use more reasons, examples and references to sources of wisdom to explain their point</p>		<p>AO2 They have begun to use more reasons, examples and references to sources of wisdom to explain their point of view and the views of others with regards to questions of truth and ethics</p>

		questions and have begun to explain how religious sources are used to provide such answers	when suggesting reasons for similarities and differences in the answers given to moral questions and have begun to explain how religious sources are used to provide such answers	AO2 Pupils can give their own views in more detail and describe the views of others on questions about identity and the meaning of life	of view and the views of others with regards to questions of truth and ethics		
Strand of learning 4: ways of living, our values and commitments		I wonder - should we care for others and the world around us? (Christianity and Islam) AO2 They can talk about what they find interesting or puzzling AO2 They can talk about what is important to them			What do different religions say about how we should treat our environment? (Christianity, Judaism, Islam) AO2 They have begun to give their opinion with reasons and references to some sources of wisdom, such as inspirational people AO2 They can ask questions about moral decisions they, and others, make and suggest some solutions based on sources of wisdom	Should what matters most to Christians and Humanists be the same? (Christianity and Humanism) AO1 They use a wider religious vocabulary and have begun to suggest reasons for similarities and differences in the answers given to moral questions and have begun to explain how religious sources are used to provide answers to such questions AO1 Explain how similarities and differences between religions can make a difference to the lives of individuals and communities AO2 Pupils can give their own views and describe the views of others on questions about identity and the meaning of life	Does religion help people to be good? (Christianity, Islam and Humanism) AO1 They use a wider religious vocabulary and have begun to suggest reasons for similarities and differences in the answers given to moral questions and have begun to explain how religious sources are used to provide answers to such questions AO1 Explain how similarities and differences between religions can make a difference to the lives of individuals and communities AO1 Pupils can describe some reasons for why people belong to religions AO2 They have begun to express much clearer opinions on matters of religion and belief and can use some examples to support their views
Greater depth		AO2 They use more religious and philosophical vocabulary when suggesting reasons for similarities and differences in the answers given to moral questions and have begun to explain how religious sources are used to provide such answers AO2 They have begun to explain the effects of beliefs and practices on individuals, communities and societies			AO2 They have begun to use more reasons, examples and references to sources of wisdom to explain their point of view and the views of others with regards to questions of truth and ethics	AO1 They have begun to link things that are important to them and other people with the way people behave AO1 They can ask important questions about life and compare their ideas with those of other people AO2 They have begun to use more reasons, examples and references to sources of wisdom to explain their point of view and the views of others with regards to questions of truth and ethics	AO1 They have begun to link things that are important to them and other people with the way people behave AO1 They can ask important questions about life and compare their ideas with those of other people AO2 They have begun to use more reasons, examples and references to sources of wisdom to explain their point of view and the views of others with regards to questions of truth and ethics
Strand of learning 5: religious and non-religious forms of expression and sacred events			I wonder – why and how do people celebrate Christmas and Hanukkah? (Christianity and Judaism) AO1 Pupils can tell religious stories and talk about them AO1 They can say what some symbols stand for, and say what some of the art and music is about AO2 They can talk about what is important to them and to others with respect for their feelings I wonder – why and how do people celebrate Easter and Ramadan?	Why are festivals important to religious communities? (Christians plus Hindus and/or Jewish people and/or Muslims) AO1 They can use the right religious words to describe and to briefly compare different practices and experiences	Why do some people think life is a journey? What significant experiences mark this? (Christians, Hindus and/or Jewish people) AO1 They can use the right religious words to describe and to briefly compare different practices and experiences AO2 Pupils can ask questions about the meaning of life and about identity Should all people of a religious faith go on a pilgrimage to deepen their faith? (Christianity, Islam, Hinduism)	Is it better to express your beliefs in arts and architecture or in charity and generosity? (Christianity, Islam and Humanism) AO1 They use a wider religious vocabulary and have begun to suggest reasons for similarities and differences in the answers given to moral questions and have begun to explain how religious sources are used to provide answers to such questions AO2 They use brief reasons and some references to sources of wisdom, such as inspirational people	

		<p>(Christianity and Islam) AO1 Pupils can tell religious stories and talk about them AO1 They can say what some symbols stand for, and say what some of the art and music is about AO2 They can talk about what is important to them and to others with respect for their feelings</p>		<p>AO1 They can use the right religious words to describe and to briefly compare different practices and experiences</p>		
<p>Greater depth</p>		<p>I wonder – why and how do people celebrate Christmas and Hanukkah? (Christianity and Judaism) AO1 Pupils can describe a few things that a believer might learn from a religious story AO1 They can briefly describe some similarities and differences between religions AO1 They can use some religious words to describe some religious practices AO2 They have begun to explain the effects of beliefs and practices on individuals, communities and societies</p> <p>I wonder – why and how do people celebrate Easter and Ramadan? (Christianity and Islam) AO1 Pupils can describe a few things that a believer might learn from a religious story AO1 They can briefly describe some similarities and differences between religions AO1 They can use some religious words to describe some religious practices AO2 They have begun to explain the effects of beliefs and practices on individuals, communities and societies</p>	<p>AO1 Pupils can compare some of the things that influence them with those that influence others AO1 They have begun to link things that are important to them and other people with the way people behave</p>	<p>Why do some people think life is a journey? What significant experiences mark this? (Christians, Hindus and/or Jewish people) AO1 Pupils can compare some of the things that influence them with those that influence others AO2 Pupils can give their own views in more detail and describe the views of others on questions about identity and the meaning of life</p> <p>Should all people of a religious faith go on a pilgrimage to deepen their faith? (Christianity, Islam, Hinduism) AO1 They can ask important questions about life and compare their ideas with those of other people AO1 They have begun to link things that are important to them and other people with the way people behave</p>	<p>AO1 Pupils can compare some of the things that influence them with those that influence others AO1 They can ask important questions about life and compare their ideas with those of other people AO2 They have begun to use more reasons, examples and references to sources of wisdom to explain their point of view and the views of others with regards to questions of truth and ethics</p>	
<p>Strand of learning 6: worship</p>		<p>I wonder – why are religious buildings sacred? (Judaism and Islam) <i>Visit to a local mosque</i> AO1 They can say what some symbols stand for, and say what some of the art and music is about AO2 They can talk about what is important to them and to others with respect for their feelings</p> <p>I wonder – why do religious people pray? (Christianity and Islam) AO1 They can talk about some of the things that are the same for religious people</p>			<p>If God is everywhere, do we need places of worship? (Christianity, Hinduism, Judaism) <i>Visit to a church</i> AO2 They use brief reasons and some references to sources of wisdom, such as inspirational people AO2 They have begun to express much clearer opinions on matters of religion and belief and can use some examples to support their views</p>	

<p>Greater depth</p>			<p>I wonder – why are religious buildings sacred? <i>(Judaism and Islam)</i> AO1 They can briefly describe some similarities and differences between religions AO1 They can use some religious words to describe some religious practices AO2 They have begun to explain the effects of beliefs and practices on individuals, communities and societies</p> <p>I wonder – why do religious people pray? <i>(Christianity and Islam)</i> AO1 They can use some religious words to describe some religious practices AO1 They can briefly describe some similarities and differences between religions</p>			<p>AO2 They have begun to use more reasons, examples and references to sources of wisdom to explain their point of view and the views of others with regards to questions of truth and ethics</p>	
<p>Strand of learning 7: belonging to a faith group in Britain today</p>				<p>Does belonging to a faith community hold a special meaning to believers? <i>(Christianity and Islam)</i> AO2 They have begun to give their opinion with reasons and references to some sources of wisdom, such as inspirational people</p> <p>Being Jewish in Britain today: challenging or empowering? <i>(Judaism)</i> <i>Jewish speaker</i> AO2 Pupils can ask questions about the meaning of life and about identity</p>	<p>Being a Muslim in Britain today: challenging or empowering? <i>(Islam)</i> <i>Muslim speaker</i> AO2 Pupils can ask questions about the meaning of life and about identity</p>	<p>Being a Hindu in Britain today: challenging or empowering? <i>(Hinduism)</i> <i>Hindu speaker</i> AO2 Pupils can give their own views and describe the views of others on questions about identity and the meaning of life</p>	<p>Being a Christian in Britain today: challenging or empowering? <i>(Christianity)</i> <i>Christian speaker</i> AO2 Pupils can give their own views and describe the views of others on questions about identity and the meaning of life</p>
<p>Greater depth</p>				<p>Does belonging to a faith community hold a special meaning to believers? <i>(Christianity and Islam)</i> AO2 They have begun to use more reasons, examples and references to sources of wisdom to explain their point of view and the views of others with regards to questions of truth and ethics</p> <p>Being Jewish in Britain today: challenging or empowering? <i>(Judaism)</i> <i>Jewish speaker</i> AO2 Pupils can give their own views in more detail and describe the views of others on questions about identity and the meaning of life AO2 Pupils can consider some of the challenges of belonging to a religion today</p>	<p>AO2 Pupils can consider some of the challenges of belonging to a religion today</p>	<p>AO2 Pupils can consider some of the challenges of belonging to a religion today AO2 Pupils can give their own views in more detail and describe the views of others on questions about identity and the meaning of life</p>	<p>AO2 Pupils can consider some of the challenges of belonging to a religion today AO2 Pupils can give their own views in more detail and describe the views of others on questions about identity and the meaning of life</p>

<p>Strand of learning 8: religion, making a difference in life</p>							<p>Can religion and faith help us when life gets hard? (Christianity, Hinduism and Humanism) AO1 Pupils can describe some reasons for why people belong to religions AO1 They use a wider religious vocabulary and have begun to suggest reasons for similarities and differences in the answers given to moral questions and have begun to explain how religious sources are used to provide answers to such questions AO2 They have begun to express much clearer opinions on matters of religion and belief and can use some examples to support their views</p>
<p>Greater depth</p>							<p>AO1 They can ask important questions about life and compare their ideas with those of other people AO1 Pupils can compare some of the things that influence them with those that influence others AO2 They have begun to use more reasons, examples and references to sources of wisdom to explain their point of view and the views of others with regards to questions of truth and ethics</p>