



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>What do Christians believe about God? (Introduction to Christian faith) AO1 Pupils can talk about religious symbols, words and figures AO2 Pupils can talk about things that happen to them</p> <p>What do Muslims believe about Allah? (Introduction to Islamic faith) AO1 Pupils can talk about religious, symbols, words and figures AO2 Pupils can talk about things that happen to them</p>	<p>How do Christians and Muslims express their beliefs? AO1 Pupils can identify some ways believers show their faith privately and publicly AO2 Pupils can ask about if there are better ways to show faith</p>	<p>What do Hindus believe? (Introduction to Hindu faith) AO1 Pupils can identify key features of Dharmic religions</p> <p>What do non-religious people believe? (Introduction to Humanism) AO2 Pupils can ask questions about the meaning of life and about identity AO2 Pupils have begun to give their opinion with reasons and references to some sources of wisdom, such as inspirational people</p>	<p>What are the different Christian denominations? (Christianity) AO1 Pupils can identify what similarities and differences exist within a religion AO2 Pupils have begun to give their opinion on whether what unites people is greater than what divides them</p> <p>What are the different Muslim denominations? (Islam) AO1 Pupils can identify what similarities and differences exist within a religion AO2 Pupils have begun to give their opinion on whether what unites people is greater than what divides them</p> <p>What do Jews believe? (Judaism) AO1 Pupils can identify key similarities between Abrahamic religions</p>	<p>What are the similarities and differences between Christianity, Islam, and non-religious worldviews? (Christianity, Islam and Humanism) AO1 Pupils can describe some reasons for why people belong to religions AO1 Pupils 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 Pupils have begun to express much clearer opinions on matters of religion and belief and can use some examples to support their views</p> <p>What do Sikhs believe? (Sikhism) AO1 Pupils can identify key features of monotheistic religions</p>	<p>What do Buddhists believe? (Introduction to Buddhism) AO1 Pupils can describe key features of a Dharmic religion, drawing comparisons with others AO2 Pupils can give their own views and describe the views of others on questions about identity and the meaning of life</p> <p>Where does God come from? AO1 Pupils can identify how religious figures have sought to go beyond religion in the pursuit of God</p>
Greater depth	<p>Pupils can describe a variety of religious celebrations that Pupils have learnt about.</p>	<p>What do Christians believe about God? (Introduction to Christian faith) AO1 Pupils 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>What do Muslims believe about Allah? (Introduction to Islamic faith) AO1 Pupils 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</p>	<p>AO1 Pupils can make contrasts and comparisons between faith groups</p>	<p>What do Hindus believe? (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>Do Christians and Muslims believe the same thing as each other? AO1 Pupils can compare some of the things that influence them with those that influence others AO2 Pupils 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 Pupils 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</p>	<p>AO1 Pupils can ask important questions about life and compare their ideas with those of other people AO2 Pupils 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>What do Buddhists believe? (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 Pupils use brief reasons and some references to sources of wisdom, such as inspirational people</p> <p>Where does God come from? AO2 Pupils will consider if rationalising faith is counterproductive</p>

		have begun to use more sources to explain different views					
Strand of learning 2: sacred objects and sacred 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 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>What makes an object special or sacred? (Christianity and Islam) AO1 The Pupils y can remember the right names for things that are special to believers AO1 Pupils can talk about religious art, symbols and words</p> <p>What makes a religious leader special and sacred? (Christianity and Islam) AO1 Pupils 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>What makes an object special or sacred? (Christianity and Islam) AO1 Pupils can briefly describe some similarities and differences between religions</p> <p>What makes a religious leader special and sacred? (Christianity and Islam) AO1 Pupils can briefly describe some similarities and differences between religions AO1 Pupils can use some religious words to describe some religious practices</p>					
Strand of learning 3: religious stories from religious sources		<p>How do Christians and Muslims believe the world was made? (Christianity) AO1 Pupils can remember religious stories and talk about them AO2 Pupils can talk about what Pupils find interesting or puzzling</p>	<p>Can sacred books teach us anything? (Christianity and Islam) AO1 Pupils can tell religious stories and talk about them AO1 Pupils can talk about some of the things that are the same for religious people AO2 Pupils can talk about some things in stories that make people ask questions</p>	<p>Do Christians and Muslims believe the same thing as each other? (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 Pupils can ask questions about moral decisions Pupils,</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 Pupils can ask questions about moral decisions Pupils, and others, make and suggest some solutions based on sources of wisdom</p>	<p>Can religion and faith help us when life is hard? (Abrahamic and Dharmic religions and Humanism) AO2 Pupils have begun to express much clearer opinions on matters of religion and belief and can use some examples to support their views</p>

			<p>Why is Christmas important to Christians? AO1 Pupils can identify religious stories from which traditions spring AO2 Pupils can identify how religious stories impact our lives</p> <p>Why and how do people celebrate Easter and Ramadan? AO1 Pupils can identify religious stories from which traditions spring AO2 Pupils can identify how religious stories impact our lives</p>	and others, make and suggest some solutions based on sources of wisdom			
Greater depth		<p>AO1 Pupils can describe a few things that a believer might learn from a religious story AO2 Pupils 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</p>	<p>AO1 Pupils 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 Pupils 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</p>	<p>AO1 Pupils can compare some of the things that influence them with those that influence others AO1 Pupils can ask important questions about life and compare their ideas with those of other people 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 Pupils can compare some of the things that influence them with those that influence others AO2 Pupils 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 Pupils 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>
Strand of learning 4: ways of living, our values and commitments		<p>Should we care for others and the world around us? (Christianity and Islam) AO2 Pupils can talk about what Pupils find interesting or puzzling AO2 Pupils can talk about what is important to them</p>	<p>How do Christians and Muslims express their beliefs? AO1 Pupils can identify some ways believers show their faith privately and publicly AO2 Pupils can ask about if there are better ways to show faith</p> <p>Why and how do people celebrate Easter and Ramadan? AO1 Pupils can identify how religious people use events to show their faith AO2 Pupils can identify how they use events to show what matters to them</p>		<p>Should religious people feel sad when someone dies? (Christianity, Islam and Hinduism) AO1 Pupils can identify differences between Abrahamic and dharmic religions and their responses to natural problems AO2 Pupils can reflect on different ways we can cope with natural events</p>	<p>What are the similarities and differences between Christianity, Islam, and non-religious worldviews? (Christianity, Islam and Humanism) AO1 Pupils 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</p>	<p>Does religion help people to be good? (Christianity, Islam and Humanism) AO1 Pupils 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 Pupils have begun to express much clearer opinions on matters of religion and belief and can use some examples to support their views</p> <p>Philosophical belief systems – what can we learn? (non-religious worldviews) AO1 Pupils can consider non-religious ways of living and ethical systems AO2 Pupils can make clear relations between ethical systems and their own lives</p>

<p>Greater depth</p>		<p>AO2 Pupils 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 Pupils have begun to explain the effects of beliefs and practices on individuals, communities and societies</p>	<p>AO1 Pupils can make contrasts and comparisons between faith groups</p>		<p>AO2 Pupils 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 natural events</p>	<p>AO1 Pupils have begun to link things that are important to them and other people with the way people behave AO1 Pupils can ask important questions about life and compare their ideas with those of other people AO2 Pupils 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>AO1 Pupils have begun to link things that are important to them and other people with the way people behave AO1 Pupils can ask important questions about life and compare their ideas with those of other people AO2 Pupils 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 5: religious and non-religious forms of expression and sacred events</p>			<p>How do Christians and Muslims express their beliefs? AO1 Pupils can identify some ways believers show their faith privately and publicly AO2 Pupils can ask about if there are better ways to show faith</p> <p>Why is Christmas important to Christians? AO1 Pupils can identify important religious events</p> <p>Why and how do people celebrate Easter and Ramadan? AO1 Pupils can show how sacred events support belief AO2 Pupils can discuss what they like to celebrate</p>	<p>Are festivals important to religious communities? (Christianity, Islam and Hinduism) AO1 Pupils can use the right religious words to describe and to briefly compare different practices and experiences</p>	<p>Why are miracles important in religion? (Christianity, Islam and Hinduism) AO1 Pupils can use the right religious words to describe and to briefly compare different types of miracles AO2 Pupils can ask questions about the difference between faith and evidence</p> <p>Should all people of faith go on a pilgrimage? (Christianity, Islam, Hinduism) AO1 Pupils can use the right religious words to describe and to briefly compare different practices and experiences</p>	<p>What role does art and architecture play in religion? (Christianity, Islam and Hinduism) AO1 Pupils 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 Pupils use brief reasons and some references to sources of wisdom, such as inspirational people</p>	
<p>Greater depth</p>			<p>AO1 Pupils can make contrasts and comparisons between faith groups</p> <p>AO2 Pupils can discuss if non-believers can take part in religious events</p>	<p>AO1 Pupils can compare some of the things that influence them with those that influence others AO1 Pupils have begun to link things that are important to them and other people with the way people behave</p>	<p>Why are miracles important in religion? (Christianity, Islam and Hinduism) AO1 Pupils can identify the role miraculous events play in affirming faith</p> <p>Should all people of faith go on a pilgrimage? (Christianity, Islam, Hinduism) AO1 Pupils can ask important questions about life and compare their ideas with those of other people AO1 Pupils 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 Pupils can ask important questions about life and compare their ideas with those of other people AO2 Pupils 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>Should we make all buildings sacred? (Christianity and Islam) AO1 Pupils can say what some symbols stand for, and say what some of the art and music is about AO2 Pupils can talk about what is important to them and</p>			<p>What role does art and architecture play in religion? (Christianity, Islam and Hinduism) AO1 Pupils 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</p>	

			<p>to others with respect for their feelings</p> <p>Should all religious people pray? (Christianity and Islam) AO1 Pupils can talk about some of the things that are the same for religious people</p>			<p>are used to provide answers to such questions AO2 Pupils use brief reasons and some references to sources of wisdom, such as inspirational people</p>	
Greater depth			<p>Should we make all buildings sacred? (Christianity and Islam) AO1 Pupils can briefly describe some similarities and differences between religions AO1 Pupils can use some religious words to describe some religious practices AO2 Pupils have begun to explain the effects of beliefs and practices on individuals, communities and societies</p> <p>Should all religious people pray? (Christianity and Islam) AO1 Pupils can use some religious words to describe some religious practices AO1 Pupils can briefly describe some similarities and differences between religions</p>				
Strand of learning 7: belonging to a faith group in Britain today				<p>Does belonging to a faith community hold a special meaning to believers? (Christianity and Islam) AO2 Pupils have begun to give their opinion with reasons and references to some sources of wisdom, such as inspirational people</p> <p>Being a Hindu in Britain today: challenging or empowering? (Hinduism) AO2 Pupils can ask questions about the meaning of life and about identity</p>		<p>Being a Muslim in Britain today: challenging or empowering? (Islam) AO2 Pupils can ask questions about the meaning of life and about identity</p>	
Greater depth				<p>Does belonging to a faith community hold a special meaning to believers? (Christianity and Islam) AO2 Pupils 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 a Hindu in Britain today: challenging or empowering? (Hinduism)</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 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</p>			
<p>Strand of learning 8: religion, making a difference in life</p>							<p>Does religion help people to be good? (Christianity, Islam and Humanism)</p> <p>AO1 Pupils 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</p> <p>AO1 Explain how similarities and differences between religions can make a difference to the lives of individuals and communities</p> <p>AO1 Pupils can describe some reasons for why people belong to religions</p> <p>AO2 Pupils have begun to express much clearer opinions on matters of religion and belief and can use some examples to support their views</p> <p>Philosophical belief systems – what can we learn? (non-religious worldviews)</p> <p>AO1 Pupils can consider non-religious ways of living and ethical systems</p> <p>AO2 Pupils can make clear relations between ethical systems and their own lives</p>
<p>Greater depth</p>							<p>AO1 Pupils 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</p> <p>AO2 Pupils 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>