St Mary's C of E Primary School Curriculum Progression – RELIGIOUS EDUCATION

The skills are based on the Suffolk Syllabus 2012. What we want the children to know, understand and remember is based The *Emmanuel* Project RE scheme of work.

SKILLS **KNOWLEDGE & UNDERSTANDING**

Year	**Vocabulary**	**Assessment Opportunities**	***Explore 1*** **Theology** – I am a theologian because I understand where beliefs come from and how they relate to each other. I study religious texts and stories.	***Explore 2*** **Human and social sciences (community)**– I am a social scientist because I explore the diverse ways in which people come together to practise their beliefs as part of a community.	***Explore 3*** **Human and social sciences (individual)**– I am a social scientist because I study the outworking of faith at an individual level including how beliefs influence important decision making and philosophical perspectives.
1	God, church, Christian, baptism, belonging, prayer, parables, Bible, Christening, Pentecost, Holy Spirit, Lord's Prayer, worship. Jewish, mitzvah, shabbat, synagogue, sukkah.		remember a faith story and know who it is special to. Recall a church song that makes everyone feel welcome. Know that Jewish stories contain examples of Good deeds. Remember the parable of the Lost sheep and begin to explain what it means to Christians. Recall that Jesus taught people how to pray in a special prayer called The Lord's Prayer. Say how the Holy Spirit arrived at Pentecost as told in the Bible. Say at the end of the creation story God rested.	recognise and talk about religious art, symbols and words use the right names for things that are special in a religion Remember some of the events which happen at a baby's baptism. Know that Jewish people welcome babies into their community. Recall some of the ways parables are shared e.g. stained glass windows Know Christians worship God by singing. Remember that Christians celebrate the Holy Spirit and birthday of the church at Pentecost. Know that Jewish families have a day of rest every week.	talk about things they can learn in stories, including religious stories Recall some of the ways Christians help each other. Know that Jewish people care for their world. Recall how parables are passed on to others. Know Christians pray together at church. Know God works within a Christian to grow Fruit of the spirit. Describe what some Jewish people wear when they pray.
2	Advent, ascension, saviour, trust, creed, Muslim, compassion, Allah, compassion, Ramadan,		tell a faith story and say why it might be important to a believer	say what some religious symbols stand for and what some religious art or music are about	talk about some things in stories, including religious stories, that make people ask questions

	Rosh Hashanah, shofar, Torah, Hebrew, bimah.		Retell the story of Jonah and begin to talk about its possible meanings. Recognise that the meaning of Jesus' name was Saviour and retell parts of the Easter story. Tell a story about Muhammad and say what it teaches a Muslim about compassion. Retell the Easter story. Explore the story of Jesus and Zacchaeus. Know that the Torah is the most important book for Jewish people given by God.	use the right names for things that people might do in a religion Describe that for Jewish people new year is about saying sorry and making changes. Remember the importance of advent. Use the words 'fasting' and 'sharing' to talk about what Muslims do during Ramadan. Recognise things a Christian is doing at an Easter service at church. Know people follow Jesus because of the stories told about him in the Bible. Know the Torah contains rules.	Describe what happens in a synagogue at Yom Kippur. Know Christians like to help others e.g. Helping the homeless Recall how Muslims prepare for and celebrate Eid-ul-Fitr. Understand Easter eggs as a symbol for remembering Jesus Explore why a Christian follows Jesus by asking suitable questions. Remember that a mezuzah contains important words for Jewish people (the Shema)
3	Parable, reconciliation, Desmond Tutu Bismallah, Salat, Adhan, Muezzin, mu'adhin Steward, offering, tithe Sacrifice, holy week, crucifix The Lord's Prayer, parable Exodus, Passover, Sedar, Shavuot, Omer		describe what a believer might learn from a religious story Tell the story of the prodigal son and explain what is means to a Christian. Describe what a Muslim might learn from the story of Bilal and the first call to prayer. Describe what Christians might learn from the parable of the Three Servants about good stewardship. Exploring the stories of Holy Week Explain that Jesus is the King of God's Kingdom and describe what this Kingdom might look like. Understand the Exodus story	use religious words to describe some of the different ways people show their beliefs talk about some things different religious people do that are similar Explain the role of confession for some Christians around the world. Knowing how Muslims get ready to pray. Use the words 'tithe' and 'offering' to describe Christian beliefs about giving to God.	ask good ('big') questions about life and communicate some of their ideas for answers Understanding the Christan call to be a peacemaker e.g. Desmond Tutu. Understand how saying the Bismillah reminds Muslims that Allah is involved in everything. Describe some things that Christians believe they should do as stewards of God's world. Explain why Christians wear crosses. Describe why charity work is important to Christians as a way of growing God's kingdom.

				Understand Christianity is a global faith through exploring crosses across the world. Describe what The Lord's Prayer teaches about the Kingdom of God. Describe some different customs and practices Jewish people have as part of their Pesach (Passover) celebrations	Explain what happens at Shavuot.
4	William Booth, Salvation Army, sin Prophet, shahadah, mosque, seal, calligraphy, Arabic, divine Missionary, persecuted, New Testament, Philippi Guru, Guru Nanak, Guru Granth Sahib, Waheguru Great Commission, Pentecost, Marks of Mission Disciple, Deacon, Bishop, Archdeacon, disciple		describe what believers might learn from a religious story about God or life Use a Bible to find chapter and verse where Jesus helps, saves or heals. Explain what Muslims believe about Muhammad as the messenger of God and the last prophet and recall something about his life. Recall the story of Saul's conversion and the difference this experience made to him. Describe what Sikhs might learn from the story of Nanak's disappearance in the river Explain what the Great commission is and how the Holy Spirit strengthens Christians. Describe events and actions of the early church as recorded in Acts of the Apostles.	describe some of the different ways people show their beliefs using religious words, symbols or art describe some similar things religious people do e.g. pray, but that they do differently Give examples of different worship songs and what they celebrate about God and Jesus as Saviour of the world. Describe some different ways Muslims show / do not show their beliefs about Muhammad in art, calligraphy or design. Describe how Christians read Paul's letters in church to guide their way of life. Describe how and why Sikhs show the Granth the respect due to a living guru and how this is like or different from how other holy books are treated. Describe how Pentecost is celebrated and acknowledged in church.	ask important questions about life and compare ideas with those of other people, including religious believers Explore the Salvation Army Describe ways some Muslims celebrate Muhammad's birthday. Describe the role of the Holy Spirit to help change and transform a Christian. Understand how a Sikh will listen to the true Guru through chanting and meditating. Recall the 5 marks of mission of the Anglican church. Describe what a Christian might learn from St Paul's writings about God and about living as part of the 'Body of Christ.'

				Describe some different roles and titles people have in the Anglican church, and in different churches.	
5	Lectern, Herod, authority, Matthew, Mark, Luke, John, Gospel, account, pulpit Proverbs, sermon on the mount, Psalms, foolishness, wisdom, Solomon Holy Lands, Pilgrim, Pilgrimage Krishna, yoga, moksha, Bhakti, Gita, Janmashtami Passover, Eucharist, Holy Communion, thanksgiving Buddha, enlightenment, eightfold path, Dharma wheel, four noble truths, meditation		make links between the beliefs of different religious groups and show how they come from particular teachings and sources (e.g. scriptures) Articulate teachings from the Gospels and explain how these are good news for Christians. Know that Christian ideas about wisdom come from the Bible e.g. Proverbs, Psalms, parables. Give good reasons why going on pilgrimage to the Holy Lands may help Christians to think about God and grow spiritually. Understand that some Hindus read from the Gita every day for guidance, comfort and advice. Understand and compare the different Gospel writers accounts of the Last Supper. Retell the story of Buddha's enlightenment.	explain how believers have expressed their religious beliefs (ideas, feelings, etc) in a range of styles and words, and suggest reasons for this describe some things religious people do as part of their faith that are the same and some that are different Describe and compare what may happen in a church when the Gospels are read. Describe how Christians use the Psalms in their worship. Explain how the start of the Christian journey is marked by baptism. Express the importance role of devotion or those who follow the Bhakti pathway. Explain what the Holy communion service means to Christians. Describe the Eightfold Path as techniques for overcoming suffering.	ask questions about the meaning and purpose of life, and suggest an answer of their own as well as one given by a member of a religious group Explore how Jesus' teaching affect Christians in their daily lives and why the words hold authority for them. Describe how Jesus understood wisdom through reference to his parables and sayings. Make links that show how the belief that Christians are 'pilgrims and strangers in this world' comes from the Bible and affects personal choices. Give examples of how Hindus express beliefs and feelings about Krishna. Explore Christian belief in the importance of giving thanks. Describe the use and importance of stillness and meditation
6	Divine, incarnate, Emmanuel, ichthus,-humanity, identify, Anglican, creed, christingle Mystery, icon, agnostic, atheist, trinity, symbol, baptism, prophecy Brahman, Atman, Namaste, deities, Ahimsa		make links between the beliefs (teachings, sources, etc) of different religious groups and explain how they are connected to believers' lives Explore the Biblical origin of Christian belief in Jesus as God. Describe what a Christian might learn about the Trinity from the story of Jesus' baptism.	express religious beliefs (ideas, feelings, etc) in a range of styles and words used by believers and explain what they are trying to convey describe and compare practices and experiences involved in belonging to different religious groups, using a wide religious vocabulary	compare a range of ideas about the meaning and purpose of life , including their own and those from religious, or non-religious, worldviews Explore how the Children's Society 'incarnate' the love of Jesus. Explain that for a Christian, the purpose of life is found in relationships,

	Faith, mustard seed, parable Resurrection, creed, hallelujah, collect, euphemisms. Humanist, agnostic, atheist, secularist, reason, rights, responsibilities, ceremonies,		Explain some key teachings Hindus hold about Brahman / Atman linking these to religious texts. Describe how heroes from the Bible displayed their faith. Explore the witness to the resurrection accounts in the Gospel. Describe how Humanist advertising expresses their beliefs.	Explain how Jesus' divinity is recognised in different ways including in buildings, doctrines and creed. Describe and compare trinitarian practices involved in belonging to different Christian groups. Explain the different ways Hindus explain their ideas of God Explain the purpose of church with growing and developing faith. Understanding why Easter services are celebratory Describe some practices involved at Humanist celebrations.	as personally experienced through a relationship with the trinitarian God. Describe how belief in Brahman affects a Hindu's diet and their attitude to animals. To understand how Christians use key Bible stories and teachings about faith during times of struggle. Exploring Christian funerals and the belief in the afterlife. Explore how being a humanist affects someone's life and decision making.
Beyond the primary programme of study	• encountering religion both locally and further afield through visitors or visits and making effective use of video, internet and social media • meeting, in action and dialogue, a range of people who are religious believers and those who are not, to gain understanding of the breadth of individual worldviews • debating religious and philosophical questions, reflecting on their own and others' insights, practising skills of debate, and learning to disagree respectfully • engaging with symbolic representation of ideas, and expressing and communicating their own and others' insights through art and design, music, dance, drama and ICT • comparing religions with pupils' developing worldviews, including, where appropriate, secular philosophies or religious traditions not otherwise studied				