

Anston Greenlands Whole School Progression Plan

RE – Skills Progression

FS2	<p>Can name different religious venues – Church, Mosque and Synagogue as a minimum. Comment on pictures of a wide range of celebrations – For example - Diwali, Hanukkah, Christmas, Easter, Chinese New Year Can articulate what others celebrate and begin to explain some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; Comments on images of familiar experiences For example - holidays, birthdays.</p>		
	<p>Discovering religion: investigating religions and world views through varied experiences and disciplines</p>	<p>Developing their own views: reflecting on and expressing their own ideas and the ideas of others with increasing creativity and clarity;</p>	<p>Being reasonable about religions: becoming increasingly able to be reasonable in their responses to religions and world views.</p>
<p>Y1 and Y2</p> <p>Understand who I am and my uniqueness as a person in a family and community. Understand how and why celebrations are important in religion.</p> <p>Explore how and why some stories are sacred and important in religion.</p> <p>Understand how and why symbols express religious meaning</p>	<p>Talks about how some of the characters in the Christmas story would be feeling. Suggest what some of the different commandments mean. Compare two festivals from different religions (e.g. Hanukkah and Christmas) and the traditions involved. Explain how the Jewish people would have felt after their temple was ruined. Identify signs and symbols in their everyday life and then in a religious building and explain what these represent.</p>	<p>Talks about what makes them happy and sad. Talks about some of the choices they like to make. Identifies some ways in which they are special or different to other people. Talks about who they belong to in relation to family, friends, school and other communities. Identifies their own special days and how they are celebrated. Identifies why they appreciate a friend or classmate. Talk about their own experiences of a festival – e.g. Christmas – and their family or religious traditions. Devise a symbol which represents themselves. Explain why some items are special to them.</p>	<p>Recognises how hard it is to answer life's mystery questions, even if you belong to a religion. Talk about the importance of freedom. Express their own ideas about stories of bravery, kindness and friendship from the Torah and consider how they might show the same qualities in their own lives. Discuss what a leader is and what makes a good leader. Explain the difference between a non-religious holiday and a religious holiday.</p> <p><i>(Equality of opportunity, inclusion, diversity and Cultural Capital – start to talk about the importance of respecting the ideas and beliefs of others).</i></p>

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<p>Y3 and Y4</p> <p>How do Christians and Hindus use art, buildings and music in worship and community?</p> <p>Christian stories: what makes Jesus an inspiring leader?</p> <p>Worship, pilgrimage and sacred places: where, how and why people worship, including at particular sites.</p> <p>Inspirational people: figures from whom believers find inspiration</p> <p>Beliefs and questions: how people's beliefs about God, the world and others impact on their lives</p>	<p>Represent a story from the Bible, as a piece of art, such as an imitation of a stained glass window or a tryptic.</p> <p>Create a Rangoli pattern, making use of Hindu symbolism.</p> <p>Discuss and explain how certain symbols could represent different aspects of Jesus.</p> <p>Discuss how Jesus' followers may have felt after experiencing a miracle.</p> <p>Talk about places of pilgrimage – Why is the place important? Who goes there and why and when? What do they do there?</p> <p>Make links between Bethlehem in the Christmas story and Bethlehem as a place of pilgrimage.</p> <p>Discuss the ways in which Moses showed leadership qualities.</p> <p>Discuss Gandhi's message of ahimsa – that change can come through patience and love, rather than violence.</p> <p>Describe and understand links between Bible stories of creation and Christian beliefs about God as the creator.</p> <p>Describe and understand links between Hindu stories of creation and Hindu beliefs about Brahma as the creator.</p>	<p>Reflect on their favourite pieces of artwork, music, poetry and dance. Talk about how these make them feel.</p> <p>Reflect on their own experiences by talking about people who they find inspirational.</p> <p>Reflect on situations they find unfair or difficult in their own lives or in the wider world – link to some of Gandhi's quotes.</p> <p>Reflect on applying choice and resilience to incidents in their own lives – link to the actions of Martin Luther King.</p> <p>Compare what we know about the lives of different religious and inspirational leaders – what are the qualities of a good leader?</p>	<p>Understand that art, music, poetry and dance are used by many religious and non-religious people to express feelings and create a mood or atmosphere.</p> <p>Explain what it means to be inspired by a person.</p> <p>Understand that images of Jesus are affected by the artist's background, experiences and beliefs.</p> <p>Interpret one of Jesus' parables, inferring the moral or spiritual lesson.</p> <p>Explain the meanings of some of the Beatitudes from the Sermon on the Mount.</p> <p>Discuss how people feel before and after going on a pilgrimage?</p> <p>Discuss how Christians might feel about Bethlehem being on disputed land.</p> <p>Understand the concepts of freedom and slavery within the context of Moses leading the Jewish people to freedom.</p> <p>Discuss a range of ideas about some 'big questions', e.g. What do Christians/Hindus believe about God? What different views do we know about the beginnings of life on Earth? Did God make us all, or did we evolve?</p> <p><i>(Equality of opportunity, inclusion, diversity and Cultural Capital – discuss the importance of respecting the ideas and beliefs of others – why is this important?)</i></p>

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<p style="text-align: center;">Y5 and Y6 – Year 1 Term 1</p> <p>Explore what sacred texts and other sources say about God, the world and human life.</p> <p>Explore what sacred texts and other sources say about God, the world and human life</p> <p>Explore how religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment.</p> <p>Understand how religious families and communities practise their faith, and the contributions this makes to local life.</p> <p>Understand what is expected of a person</p>	<p>Explore and describe a range of beliefs, as set out in sacred texts, considering and comparing how different religions view God.</p> <p>Explore and describe a range of beliefs linked to life after death. Find similarities and differences between the beliefs of different religions.</p> <p>Explore the stories behind a number of key religious festivals and make links between the stories and the associated symbols and actions.</p> <p>Make connections between the actions of the founders of religions – e.g. Jesus, Muhammad – and the expectations and actions of followers.</p> <p>Understand and talk about the concept of reincarnation, in the context of the Hindu religion.</p> <p>Describe and make connections between different features of the religions they study, discovering more about expectations, celebrations, worship, and the rituals which mark important points in life in order to reflect thoughtfully on their ideas.</p>	<p>Reflect on their own beliefs and experiences and on the expectations of the communities they belong to. e.g. Which religious ceremonies have they attended? What was the significance of these?</p> <p>Describe and reflect on their own beliefs linked to life after death.</p> <p>Reflect on their own response to global issues of human rights, fairness, social justice and the importance of the environment.</p> <p>Reflect on the aspects of their life and personality that make them special and unique.</p>	<p>Understand the challenges of commitment to a community of faith or belief – e.g. in terms of time taken for actions and practices, expectations, conflicts of beliefs, reactions and impact on friends and family who are non-believers and from different religious communities.</p> <p>Suggest why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.</p> <p>Understand that when people commit to a religion, certain actions and practices are often expected.</p> <p>Talk about why some people choose to follow a religion.</p> <p>Explore and describe a range of beliefs and expectations so that they can understand different ways of life and ways of expressing meaning;</p> <p>Develop respect for different beliefs and traditions.</p> <p><i>(Equality of opportunity, inclusion, diversity and Cultural Capital – consider situations in which people experience prejudice because of their religion or beliefs; consider situation in which people of different religions disagree).</i></p>

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