

Studley Green Progression in R.E.

Our Beliefs

Religious Education is a key player in engendering knowledge and understanding of the world, which can lead to tolerance and respect for others and their beliefs. It does not, however, teach children to passively accept, but rather encourages evaluation and critical thinking, equipping them to consider belief positions they encounter. RE contributes significantly to the British Values agenda and towards Spiritual, Moral, Social and Cultural development.

Our Curriculum

At Studley Green Primary School we follow an R.E scheme called Discovery R.E which follows the guidance and themes as set out in the Wiltshire Agreed Syllabus for R.E. Each year there are three units based upon Christianity and three from another religion. The major Christian festivals of Christmas and Easter are covered by every year group, with different aspects concentrated upon, to ensure that children build upon their knowledge and understanding and do not repeat the same content each year. The other religions covered are Islam, Judaism and Sikhism and these are spread across a two year cycle. Discovery R.E. (3rd edition) complete with guidance and assessment advice can be found in the R.E.folder in the curriculum area of the team drive.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS	Theme-Special people-What makes people special? Religion- Christianity/ Judaism	Theme-Christmas-What is Christmas? Religion- Christianity	Theme-Celebrations-How do people celebrate? Religion- Judaism/ Islam	Theme-Easter-What is Easter? Religion- Christianity	Theme-Story time-What can we learn from stories? Religion- Buddhism, Christianity, Islam, Hinduism, Sikhism	Theme-Special Places-What makes places special? Religion- Christianity, Islam, Judaism
Year 1	Theme-Creation story- Does God want Christians to look after the world? Religion- Christianity Skills of evaluation and critical thinking- I can express an opinion about the Christian belief about creation. Knowledge	Theme-Christmas story- What gift would I have given to Jesus if he had been born in my town, not in Bethlehem? Religion-Christianity Skills of evaluation and critical thinking- I can suggest a gift I would give to Jesus. Knowledge	Theme-Jesus as a friend- Was it always easy for Jesus to show friendship? Religion- Christianity Skills of evaluation and critical thinking- I can say how Jesus tried to be a good friend. Knowledge I can remember a story about Jesus showing friendship and talk about it.	Theme-Easter- Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? Religion- Christianity Skills of evaluation and critical thinking- I can start to show understanding that Jesus is special to Christians and say why. Knowledge	Theme-Shabbat- Is Shabbat important to Jewish children? Religion-Judaism Skills of evaluation and critical thinking- I can start to make a connection between being Jewish and decisions about behaviour. Knowledge	Theme: Rosh Hashanah and Yom Kippur Are Rosh Hashanah and Yom Kippur important to Jewish children? Religion: Judaism Skills of evaluation and critical thinking- I can choose a picture and give my thinking on why

	<p>I can remember the Christian Creation story and talk about it.</p> <p>Key Vocabulary Create Creation Environment Nature world</p>	<p>I can remember some of the Christmas story.</p> <p>Key Vocabulary Gifts Gold frankincense myrrh.</p>	<p>synagogue synagogue Key Vocabulary friendship miracle</p>	<p>I can recall parts of the Easter story. I can recognise some symbols in the story</p> <p>Key Vocabulary 'Messiah' Palm Sunday Son of God Palm leaves</p>	<p>I can use the right names for things that are special to Jewish people during Shabbat and explain why.</p> <p>Key Vocabulary Shabbat Shabbat meal blessings Kippah Synagogue ceremony</p>	<p>this might be important to Jewish children at Rosh Hashanah or Yom Kippur.</p> <p>Knowledge I can tell you something that either Rosh Hashanah or Yom Kippur is about.</p> <p>Key Vocabulary Rosh Hashanah Yom Kippur Challah bread synagogue Rabbi forgiveness</p>
Year 2	<p>Theme-What did Jesus teach? Is it possible to be kind to everyone all of the time? Religion- Christianity</p> <p>Skills of evaluation and critical thinking- I can say if I think Christians should be kind and give a reason.</p> <p>Knowledge I can re-tell a story Jesus told about being kind or give an example of when Jesus showed kindness.</p> <p>Key Vocabulary Kind kindness</p>	<p>Theme-Christmas-Jesus as a gift from God Why do Christians believe God gave Jesus to the world? Religion- Christianity</p> <p>Skills of evaluation and critical thinking- I can tell you why Christians think God gave Jesus to the world.</p> <p>Knowledge I can remember the Christmas story and start to explain that Christians believe Jesus was a gift from God</p> <p>Key Vocabulary Christmas gold frankincense myrrh gift</p>	<p>Theme-Prayer at home Does praying at regular intervals help a Muslim in his/her everyday life? Religion-Islam</p> <p>Skills of evaluation and critical thinking- I can start to think through how praying 5 times a day might help in some ways more than others.</p> <p>Knowledge I can use the right words to describe how Muslims pray and begin to explain why they do this.</p> <p>Key Vocabulary Prayer Mosque Prayer mat Allah</p>	<p>Theme-Easter –Resurrection How important is it to Christians that Jesus came back to life after his crucifixion? Religion-Christianity</p> <p>Skills of evaluation and critical thinking- I can start to suggest a different explanation as to what happened to Jesus after the empty tomb and offer my opinion.</p> <p>Knowledge I can recall what Christians believe happened on Easter Sunday</p> <p>Key Vocabulary Easter Palm Sunday Resurrection tomb</p>	<p>Theme –Community and belonging Does going to a mosque give Muslims a sense of belonging? Religion-Islam</p> <p>Skills of evaluation and critical thinking- I can talk about how Muslims feel a sense of belonging when they are with other Muslims or when they pray on their own and say why this might be.</p> <p>Knowledge I can explain what happens when Muslims pray alone or at the mosque</p> <p>Key Vocabulary Belonging Prayer Mosque Prayer mat Allah</p>	<p>Theme-Haj Does completing Hajj make a person a better Muslim? Religion-Islam</p> <p>Skills of evaluation and critical thinking- I can start to think about the significance of Hajj to a Muslim</p> <p>Knowledge I can remember some of the events that happen during Hajj and start to explain why these are important to Muslims</p> <p>Key Vocabulary Hajj Arabia festival Makkah (Mecca) Grand Mosque 5 pillars of Islam</p>
Year 3	<p>Theme-The Amrit Ceremony and the Khalsa Does joining the Khalsa make a person a better Sikh? Religion-Sikhism</p>	<p>Theme-Christmas- Has Christmas lost its true meaning? Religion-Christianity</p>	<p>Theme-Jesus' miracles Could Jesus heal people? Religion-Christianity</p> <p>Skills of evaluation and critical thinking-</p>	<p>Theme-Easter-forgiveness What is 'good' about Good Friday? Religion-Christianity</p> <p>Skills of evaluation and critical thinking-</p>	<p>Theme-Sharing and community Do Sikhs think it is important to share? Religion-Sikhism</p>	<p>Theme-Prayer and worship What is the best way for a Sikh to show commitment to God? Religion-Sikhism</p>

	<p>Skills of evaluation and critical thinking- I can start to see similarities between my experiences of joining and belonging and a Sikh's experience of the Amrit Ceremony/Khalsa.</p> <p>Knowledge I can describe what might motivate a Sikh to go through the Amrit Ceremony and what happens during this.</p> <p>Key Vocabulary Amrit Ceremony Promises symbolism. Khalsa 5 K 'S kangha – comb kirpan - sword, kara - bracelet, kachera – shorts kesh - uncut hair</p>	<p>Skills of evaluation and critical thinking- I can start to tell you what Christmas means to Christians and what it means to me.</p> <p>Knowledge I can start to explain the Christian belief that Jesus was God in human form and why God gave him to the world.</p> <p>Key Vocabulary Incarnation Christmas celebration</p>	<p>I can start to say whether I believe Jesus actually healed people or not.</p> <p>Knowledge I can explain one Christian viewpoint about one of Jesus' healing miracles.</p> <p>Key Vocabulary Incarnation Miracle Messiah Saviour</p>	<p>I can start to reflect on whether I agree with Christian beliefs about Jesus' death.</p> <p>Knowledge I can start to tell you why Christians believe Jesus' death is important.</p> <p>Key Vocabulary symbolism Crucifixion Palm Sunday Last supper Good Friday Maundy Thursday</p>	<p>Skills of evaluation and critical thinking- I can begin to tell you if I think sharing is important or not to Sikhs.</p> <p>Knowledge I can describe some ways that Sikhs share and begin to explain why this is important to them because of their beliefs.</p> <p>Key Vocabulary sharing The Guru Granth Sahib Vaisakhi celebrations Divali</p>	<p>Skills of evaluation and critical thinking- I can start to evaluate which ways may show more or less commitment to God for Sikhs.</p> <p>Knowledge I can describe some of the ways Sikhs show commitment to God, using correct language and vocabulary</p> <p>Key Vocabulary commitment The Guru Granth Sahib Mool Mantar Meditation prayer Gurdwara</p>
Year 4	<p>Theme-Belief and practices Religion-Judaism</p> <p>Skills of evaluation and critical thinking- I can tell you some of the ways Jewish people express their special relationship with God and start to understand how that might feel.</p> <p>Knowledge I can start to explain what makes Jewish people believe they have a special relationship with God.</p> <p>Key Vocabulary Shabbat Shabbat meal blessings Kippah Synagogue ceremony</p>	<p>Theme-Christmas- What is the most important part of the Christmas story for Christians today? Religion-Christianity</p> <p>Skills of evaluation and critical thinking- I can ask questions about what Christmas means to Christians and compare this with what it means to me</p> <p>Knowledge I can describe one thing a Christian might learn about Jesus from a Christmas symbol.</p> <p>Key Vocabulary Symbol Christian Compare/comparison</p>	<p>Theme-Passover How important is it for Jewish people to do what God asks them to do? Religion-Judaism</p> <p>Skills of evaluation and critical thinking- I can start to identify how it would feel to keep Kashrut</p> <p>Knowledge I can describe some of the things Jews do to show respect to God.</p> <p>Key Vocabulary Respect Kashrut Passover Kosher</p>	<p>Theme-Easter Is forgiveness always possible for Christians? Religion-Christianity</p> <p>Skills of evaluation and critical thinking- I can show an understanding of how Christians believe God can help them show forgiveness</p> <p>Knowledge I can describe what a Christian might learn about forgiveness from a Biblical text</p> <p>Key Vocabulary Forgiveness</p>	<p>Theme-Rites of passage and good works. What is the best way for a Jew to show commitment to God? Religion-Judaism</p> <p>Skills of evaluation and critical thinking- I can express an opinion on which ways I think might be the best ways for Jews to show their commitment to God and start to give reasons.</p> <p>Knowledge I can describe some of the ways that Jews choose to show commitment to God and am starting to understand that they do this in different ways</p>	<p>Theme-Prayer and worship Do people need to go to church to show they are Christians? Religion-Christianity</p> <p>Skills of evaluation and critical thinking- I can start to understand the impact a Christian's special place has on him/her.</p> <p>Knowledge I can describe some of the ways Christians use churches to worship/celebrate Holy Communion or participate in baptism</p> <p>Key Vocabulary Holy communion Baptism</p>

					Key vocabulary Bar Mitzvah commitment	worship
Year 5	<p>Theme-Beliefs into action How far would a Sikh go for his/her religion? Religion-Sikhism</p> <p>Skills of evaluation and critical thinking- I can respectfully ask questions about some of the ways Sikhs choose to behave and the levels of commitment they show.</p> <p>Knowledge I can describe how different practices enable Hindus to show their commitment to God and understand that some of these will be more significant to some Hindus than others</p> <p>Key Vocabulary Khalsa Langar Golden Temple of Amritsar Gurdwara Guru Granth Sahib</p>	<p>Theme-Christmas Is the Christmas story true? Religion-Christian</p> <p>Skills of evaluation and critical thinking- I can start to express an opinion on whether the Christmas story is true and what this might mean to Christians.</p> <p>Knowledge I can start to explain the Christian belief that Jesus was the Incarnation of God</p> <p>Key Vocabulary truth Incarnation Advent Christmas</p>	<p>Theme-Beliefs and moral values Are Sikh stories important today? Religion-Sikhism</p> <p>Skills of evaluation and critical thinking- I can explain how some stories can teach Sikhs about what is important in life and relate this to non-Sikhs.</p> <p>Knowledge I can recognise that stories can be an important way of expressing belief and meaning and can explain the relevance of a Sikh story.</p> <p>Key Vocabulary Goodness Honesty Happiness peace</p>	<p>Theme-Easter- How significant is it for Christians to believe God intended Jesus to die? Religion-Christianity</p> <p>Skills of evaluation and critical thinking- I can start to express my opinion about Jesus' crucifixion being his destiny/purpose</p> <p>Knowledge I can start to explain whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week.</p> <p>Key Vocabulary Incarnation Sacrifice Crucified Resurrection Easter</p>	<p>Theme-Prayer and worship What is the best way for a Sikh to show commitment to God? Religion-Sikhism</p> <p>Skills of evaluation and critical thinking- I can start to express what I think about the best way a Sikh could show commitment to God.</p> <p>Knowledge I can describe how different practices enable Sikhs to show their commitment to God and understand that some of these will be more significant to some Sikhs than others.</p> <p>Key Vocabulary commitment respect</p> <p>5 K 'S kangha – comb kirpan - sword, kara - bracelet, kachera – shorts kesh - uncut hair</p>	<p>Theme-Beliefs and practices What is the best way for a Christian to show commitment to God? Religion-Christianity</p> <p>Skills of evaluation and critical thinking- I can explain why I think some ways of showing commitment to God would be better than others for Christians.</p> <p>Knowledge I can describe how different practices enable Christians to show their commitment to God and understand that some of these will be more significant to some Christians than others. Key Vocabulary commitment Confirmation Baptism. Holy communion Prayer</p>
Year 6	<p>Theme-Beliefs and practices What is the best way for a Muslim to show commitment to God? Religion-Islam</p> <p>Skills of evaluation and critical thinking- I can think of some ways of showing commitment to God that would be better than others for Muslims.</p> <p>Knowledge</p>	<p>Theme-Christmas-How significant was it that Mary was Jesus' mother? Religion-Christianity</p> <p>Skills of evaluation and critical thinking- I can start to consider my own response to the Christian belief in the Virgin birth, showing respect to Christian views.</p> <p>Knowledge</p>	<p>Theme-Beliefs and meanings Is anything ever eternal? Religion-Christianity</p> <p>Skills of evaluation and critical thinking- I can reflect on my own beliefs about whether anything is eternal.</p> <p>Knowledge I can make links between different Christian beliefs and their views on</p>	<p>Theme-Easter-Is Christianity still a strong religion 2000 years after Jesus was on earth? Religion-Christianity</p> <p>Skills of evaluation and critical thinking- I can give my opinion as to whether Christianity is a strong religion now and say why I think this.</p> <p>Knowledge</p>	<p>Theme-Beliefs and moral values Does belief in Akhirah (life after death) help Muslims lead good lives? Part 1 Religion-Islam</p> <p>Skills of evaluation and critical thinking- I can recognise what motivates or influences me to lead a good life and compare it with what</p>	<p>Theme-Beliefs and moral values Does belief in Akhirah (life after death) help Muslims lead good lives? Part 2 Religion-Islam</p> <p>Skills of evaluation and critical thinking- I can recognise what motivates me or influences me to lead a good life and compare it</p>

	<p>I can describe how different practices enable Muslims to show their commitment to God and understand that some of these will be more significant to some Muslims than others.</p> <p>Key vocabulary Commitment 5 pillars of Islam</p>	<p>I can make links between the Virgin Birth and Christian beliefs about Jesus (Incarnation).</p> <p>Key vocabulary Incarnation virgin</p>	<p>whether anything is ever eternal.</p> <p>Key vocabulary Eternal Eternity</p>	<p>I can explain how one of the reasons people use to suggest that Christianity is a strong religion today can be counteracted</p> <p>Key vocabulary religion</p>	<p>motivates and influences Muslims.</p> <p>Knowledge I can explain how believing in Akhirah influences Muslims to do their best to lead good lives.</p> <p>Key vocabulary Akhirah</p>	<p>with what motivates and influences Muslims.</p> <p>Knowledge I can explain two different Muslim interpretations of Jihad.</p> <p>Key vocabulary Jihad Motivation/influence</p>
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There are 3 aspects of learning which are colour-coded: **Green: personal resonance with or reflection on...** (formerly AT2 personal) **Blue: knowledge and understanding of...** (formerly AT1) **Red: evaluation/critical thinking in relation to the enquiry question** (formerly AT2 impersonal).

<p>“WORKING AT” expectation. Most children are expected to reach these expectations.</p>	<p>Personal resonance with or reflection on The concept / belief underlying the subject matter of the enquiry Child’s own thoughts, opinions, belief, empathy.</p>	<p>Knowledge and understanding of the subject matter of that enquiry (subject knowledge)</p>	<p>Skills of evaluation and critical thinking in relation to the big enquiry question</p>
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<p>End of Key Stage 1 (Year 2, Age 7, ‘old’ Level 2)</p>	<p>I can tell you / talk about what concepts like belonging, commitment, kindness, forgiveness mean to me in my world I can verbalise and / or express my own thoughts</p>	<p>I can recall facts about the religions / beliefs I have studied, begin to use the religious vocabulary and start to explain the significance and meaning of the facts, practices etc.</p>	<p>I can start to think through the enquiry question using some facts and am beginning to see there could be more than one answer.</p>
<p>End of LOWER key Stage 2 (Year 4, Age 9, ‘old’ Level 3)</p>	<p>I can tell you / talk about the concept / belief e.g. belonging and start to relate this to the people I am studying e.g. Jews.</p>	<p>I can express my own opinions and start to support them with rationale. I can recall facts about religions I have studied, select the facts that are most significant to the enquiry and start to explain their relevance / importance.</p>	<p>I can apply my knowledge to the enquiry question and give an answer supported by one or more facts</p>
<p>End of Key Stage 2 (Year 6, Age 11, ‘old’ Level 4)</p>	<p>I can explain how the concept / belief e.g. forgiveness resonates in my own life and can also see this might be different for other people because of their religion/beliefs. I can express my own thoughts etc having reflected on them in relation to other people’s.</p>	<p>I can recall facts about religions and explain differences in practice and interpretation within and between religions / belief systems</p>	<p>I can weigh up evidence and different arguments / aspects relevant to the enquiry question and express my answer, supported with evidence / rationale</p>

