

RE Progression Grid Heptonstall School



Class	Term	Unit	End Points	Religions Covered		Key Aims			
				Christianity	Islam				
Acorn Cycle A and B Y1 and Rec	Autumn 1	Where do we live and who lives there? F.1 Which books and stories are special? 1.1	<p>Children can;</p> <ul style="list-style-type: none"> Describe the features of their house and state their address. Name members of their family, especially those who live in their home. Notice differences and similarities between different homes. Talk about groups they belong to e.g. my family, my class, my school. Talk about how we show respect. Talk about how the Bible is holy and why it is important to Christians. Talk about why the stories in the Bible are special and what they tell us about. Talk about how the Quran is holy and why it is important to Muslims. Talk about why the stories in the Quran are special and what they tell us about. 	<ul style="list-style-type: none"> Describe why a book might be special and talk about how it is treated. Talk about how Christians read the Bible and show that it is special. Talk about how Muslims read the Qur'an and show that it is special. Retell stories and ask questions about the meaning of these Show understanding of the morals of stories Talk about how morals can help us live a good life 	Christianity	Islam	Beliefs and practices of religions and other world views		
	Autumn 2	How are special times celebrated? Autumn Festivals F.2 Cycle A: Harvest Festival Cycle B: Diwali Which books and stories are special? 1.1	<p>Children can;</p> <ul style="list-style-type: none"> Talk about celebrations and begin to notice the celebrations which are important to others. Begin to compare how different religions celebrate similar beliefs. Talk about a cultural celebration - Cycle A Diwali Cycle B Hannukah Talk about celebrations which include light, music and dancing. Listen carefully to a story which is important to Hindus/Sikhs (Diwali) Talk about the importance of caring for others. Listen to and retell the Christmas story Talk about how Christians and others celebrate Christmas 			Sikhism	Judaism	Questions of meaning, purpose and value	
	Spring 1	Which places are special and why? F.3 What does it mean to belong to a church or mosque? 1.3	<p>Children can;</p> <ul style="list-style-type: none"> Use the word 'special' to talk about somewhere important to them. Ask questions about special places and think about why these places are special Talk about where special places are Name and talk about special places for Christians Name and talk about special places for Muslims Recognise a Church and Mosque Identify what features a church and mosque have and which are the same and which are different 	<ul style="list-style-type: none"> Talk about the different groups to which they belong Talk about a special place. Talk about what happens in school and what it means to belong to school. Name a church and mosque. Talk about the similarities and differences between belonging to a school and a faith community Talk about what Christians do in Church to show they belong Talk about why Muslims wear special clothes to go to the Mosque. Talk about why and how Muslims pray. Talk about what they might see in a church or mosque 	Christianity	Islam	Beliefs and practices of religions and other world views		
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Acorn Cycle A and B Y1 and Rec	Spring 2	How are special times celebrated? Spring and Summer Festivals F.4 Cycle A: Eid al-Fitr Cycle B: Holi How do we celebrate special events? 1.2	<p>Children can;</p> <ul style="list-style-type: none"> Talk about celebrations and begin to notice the celebrations which are important to others. Talk about a cultural celebration Cycle A: Eid al-Fitr/Eid Al Adha Cycle B: Holi Experience celebration through music and dance. Recognise how special times are celebrated. Begin to make connections between stories from the past and their importance to religious believers at different festivals. Listen to and retell the Easter story Talk about what Christians remember at Easter time and how they remember it. Begin to recognise symbols found at Easter and what they represent. Listen to a story which is important to Muslims. Talk about the importance of being thankful for what we have 	<p>Children can;</p> <ul style="list-style-type: none"> Understand what a celebration is Name some festivals and celebrations Understand about the importance of thanking, and why and how it is done. Retell what happens at a Harvest Festival and why. Pupils should become familiar with the Muslim festival of Ramadan. Pupils should gain an understanding of fasting and perhaps empathise with the Muslim experience. Pupils should understand the nature and importance of Eid. 	Christianity	Islam	Beliefs and practices of religions and other world views
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	Summer 1	What makes a good helper? And who helps us? F.5 How and why do we care for others? 1.4	<p>Children can;</p> <ul style="list-style-type: none"> Talk about the classroom and school rules, as well as rules at home Talk about their friends and say what qualities friends should display. Explain what being a friend means. Listen to a story about friendship and relate this to their own experiences. Learn that Jesus is a special person for Christians. Should name people who are special for Christians and describe why these people are special Should name people who are special for Muslims and describe why these people are special Talk about people in the wider world who need help. 	<p>Children can;</p> <ul style="list-style-type: none"> Talk about who they care about and why. Talk about ways in which people care for others. Talk about /retell a story about caring. Listen and ask questions about Christian stories about caring Listen and ask questions about Muslim stories about caring Recall stories about caring for others Share ideas about how they can care for others 	Christianity	Islam	Beliefs and practices of religions and other world views
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	Summer 2	What do religious believers believe about who created the world? F.6 Who brought messages about God and what did they say? 1.5	<p>Children can;</p> <ul style="list-style-type: none"> Explore the natural world around them and talk about features they like Talk about the creation story from the Bible and name something that Christians believe was created by God. Talk about how we can care for our immediate environment. Talk about why Christians believe they should look after the world. Recognise the similarities and differences between the creation story in Islam and Christianity 	<p>Children can;</p> <ul style="list-style-type: none"> Recall religious stories and talk about what a prophet is. Talk about what it means to trust someone. Talk about how different people approach God in different ways – some trust him more than others. Talk about how our choices are important and can affect us or others in the future. Talk about the benefits of forgiving. Talk about making and keeping Promises. 	Christianity	Islam	Beliefs and practices of religions and other world views
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Sapling Cycle A	Autumn 1	How do Jews remember God's Covenant with Abraham and Moses? 3.1	Children can <ul style="list-style-type: none"> Make links between the promises/ agreements they make and the covenant with God and Noah Recognise that Abraham is the father of Judaism Ask questions about the Moses story and about bad situations in the world today Describe what happened at the Exodus and make a link between this story and Jewish beliefs about God as their rescuer Tell the story of the Exodus Suggest meanings for the objects on a seder plate Talk about freedom and why this is a good thing, making a link with the story of Exodus Show an understanding of the meaning of Pesach to Jewish people today 	Christianity	Islam	Beliefs and practices of religions and other world views
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	Autumn 2		Children can <ul style="list-style-type: none"> Talk about some of the things some Jewish families would and would not do on Shabbat Describe how Jewish people practise their faith on Shabbat, Use religious vocabulary to identify and explain some symbolic objects, actions and sounds found in a synagogue and say how these help Jews worship Say why the Torah is the holy book for Jews Say how I know that the Torah is sacred to Jews by the way Jewish people treat it Reflect on things which are very special in my own life Talk about what makes the difference between something being special and sacred Make links between stories in the Torah and Jewish beliefs about God, covenant, creation Make links between the value of keeping promises in my own life and in the story of the Jewish people and God 	Christianity	Islam	Beliefs and practices of religions and other world views
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	Spring 1		Children can <ul style="list-style-type: none"> Explain their understanding of 'spiritual'. Explain the meaning of some symbols Observe and describe how some faiths use pictures to represent beliefs Observe and describe how some faiths use words, calligraphy and poetry to represent beliefs Respond thoughtfully to a setting of the Mool Mantar and explain its meaning for Sikhs. Re-tell the story of the Exodus and the story of Miriam and make links with the expression of beliefs through dance. Describe and show understanding of other forms of religious dance. Express spiritual ideas through dance and movement. 	Christianity	Islam	Beliefs and practices of religions and other world views
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Sapling Cycle A	Spring 2	What do Christians believe about a good life? 3.3	Children can <ul style="list-style-type: none"> • Compare and Contrast different types of Bibles. • Make links between Bible stories and the beliefs/ideas which lie behind them. • Identify how Christians receive guidance on how to live and relate to their own experience. • Give an example of a promise and explain what it means to keep a promise. • To know and understand the meaning of one of Jesus' parables. • Understand and explain the reasons why Christians try to see all people as neighbours. • Describe their own experiences of helping. • Retell the story of the Prodigal Son and understand its meaning. • Suggest feelings and reactions of characters at key points in the story. • Reflect on and share their own ideas about forgiveness. • Know that Jesus chose special friends and offered friendship to all and explore their own thoughts and feelings about friendships in and out of school. • Understand how Jesus helped people. • Research and retell a Bible story about the healing of Jesus. • Discuss the difficulties of following a moral principle and how to apply a moral principle to a 'real-life' situation. 	Christianity	Islam	Beliefs and practices of religions and other world views				
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	Summer 1			What do the creation stories tell us? 3.4	Children can <ul style="list-style-type: none"> • Feel a responsibility to look after the world and living things. • Retell the Islamic creation story. • Describe similarities and differences between creation stories. • Express ideas about the rest day. • Understand the importance of the rest day within different faiths. • Use symbolic meanings for stories. • Understand the relevance of creation stories for believers and non-believers. • Understand that faiths teach that the world should be cherished. 	Christianity	Islam	Beliefs and practices of religions and other world views		
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	Summer 2					Who can inspire us? 3.5	Children can <ul style="list-style-type: none"> • Define what a leader is, giving examples and distinguish the characteristics needed for a good leader. • Talk about why Jesus is a good leader. • Talk about why the Prophet Muhammad was a good leader. • Talk about why Moses was a good leader. • Name people who inspire them, explaining why. • Carry out research in to the life of a modern-day leader. • Share findings about a range of modern-day leaders. • Identify people who influence them and give a simple explanation of how and why. • Give an example of an action they themselves have done which reveals their values. • Explain why believers try to follow the example of their leaders. 	Christianity	Islam	Beliefs and practices of religions and other world views
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Sapling Cycle B	Autumn 1	What faiths are shared in our country? 4.2	Children can <ul style="list-style-type: none"> Describe what belonging means using symbols and actions. Discuss similarities between communities. Share ways of welcoming new people to a community. Make a descriptive record of which religions are represented in the local area or a local town Say which places of worship are found in my community and describe how they are used Use the right words to show that I understand two reasons why religious diversity can be a good thing in a community like ours Describe similarities and differences between living in a plural community and living in a community where almost everyone is similar 	Christianity	Islam	Beliefs and practices of religions and other world views	
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	Autumn 2		How are important events remembered? 4.1	Children can <ul style="list-style-type: none"> Describe a faith and core beliefs. Describe how beliefs make a difference to believers lives. Understand differences and similarities between denominations. Raise questions of their own about the objects and features of a place of worship, and suggest answers to some of them from their enquiries. Think about what is special to them and why, and then look carefully at what is special to other people, making links between their ideas and those of others. Describe similarities and differences between faiths. Explain and give reasons why faiths work together on interfaith projects. 	Christianity	Islam	Beliefs and practices of religions and other world views
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	Spring 1			Children can <ul style="list-style-type: none"> Explain why Jews light Hannukah candles. Retell the story of Rama and Sita. Describe why Hindus light many lights during Diwali. Explain how light represents good. Research religious festivals. Describe the importance of the sun to ancient civilisations. Show understanding of the relevance of the solstice. Show understanding that light is a significant symbol to many different religions and non-religious people. Explain how light is symbolic. 	Christianity	Islam	Beliefs and practices of religions and other world views
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Sapling Cycle B	Spring 2	How do the Five Pillars guide Muslims? 4.3	Children can <ul style="list-style-type: none"> Research the meaning and significance of a Muslim artefact Design a spidergram with key facts and words about Islam Be able to explain why the 5 pillars are important to Muslims. Understand how Muslims prepare for prayer. Reflect on why Salaah is important to Muslims and how it might make Muslims feel closer to God Reflect on how it might feel to fast. Understand what Zakaah is and how it can make an impact on the wider world. Research an Islamic charity, focusing on how they distribute Zakaah. Understand what Hajj is and what it might mean to Muslims. Recall what happens during the 5 days of Hajj. Explain how Muslims might feel after performing Hajj. 	Christianity	Islam	Beliefs and practices of religions and other world views
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Sapling Cycle B	Summer 1	Why are Gurus at the heart of Sikh belief and practice? 4.4	Children will <ul style="list-style-type: none"> Give examples of their experiences of learning from a teacher. Express their own ideas about the process of learning Describe key information about Guru Nanak and his early life. Ask and respond thoughtfully to questions. Explain and give reasons for their answers. 	Christianity	Islam	Beliefs and practices of religions and other world views
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Sapling Cycle B	Summer 2	Why are Gurus at the heart of Sikh belief and practice? 4.4	Children will <ul style="list-style-type: none"> Explain the meaning of important stories. Make links between stories and their own experiences. Express ideas about Sikh beliefs Respond thoughtfully to a religious text. Describe and show understanding of the way Guru Nanak appointed his successor. Understand the significance of the Golden Temple as the resting place of the Guru Granth Sahib. 	Christianity	Islam	Beliefs and practices of religions and other world views
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Sapling Cycle C	Autumn 1	How and why do people pray? 2.3	Children can <ul style="list-style-type: none"> • Pupils understand what prayer is and some reasons people might pray. • Pupils identify ways Christian may pray. • Pupils can describe how some symbols help in prayer. • Pupils know that some prayers are special, including the Lord's Prayer. • Pupils identify ways Muslims may pray. • Pupils know that some prayers, places and artefacts are special. 	Christianity	Islam	Beliefs and practices of religions and other world views
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	Autumn 2		Children can <ul style="list-style-type: none"> • Name some of the main festivals and seasons e.g. harvest, Lent, Easter, Advent, Christmas, Ramadan, Eid. • Describe special prayers/ worship associated with festivals and seasons. • Name some of the symbols and practices linked to festivals and seasons • Consider how prayer can take place anywhere but also think of places where it may be most helpful. • Talk about reflection as well as prayer. • Compose a prayer or poem that reflects the aspirations of the class 	Christianity	Islam	Beliefs and practices of religions and other world views
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	Spring 1		How is new life welcomed? 2.1 <ul style="list-style-type: none"> • Children can • Explain how to welcome someone and why it is important. • Say what some names mean and why this is important for some people. • know about what a new baby needs and why a baby's birth is celebrated. • understand the importance of new life and why it is precious. • Retell what happens at infant baptism and what some of the symbols mean • Retell how Muslims welcome a new baby and what some of the symbols mean • Describe other welcoming ceremonies 	Christianity	Islam	Beliefs and practices of religions and other world views
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Sapling Cycle C	Spring 2	How can we make good choices? 2.2	children can <ul style="list-style-type: none"> • Say which school rules are important • Say why we have rules in school • Understand that there are consequences if rules are broken • Say what they think about right and wrong • Discuss and sort the Ten Commandments • Talk about Jesus' summary of the commandments and what this meant • Describe the Five Pillars of Islam and how these are used as rules and guidelines • Write about rules they think are important, giving reasons for their choices 	Christianity	Islam	Beliefs and practices of religions and other world views
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	Summer 1	How can we look after the planet? 2.4	Children can <ul style="list-style-type: none"> • Begin to express ideas about the world. • talk about their feelings and recognise that others may have different points of view from themselves. • Ask questions and understand that not all questions are easy to answer. • Appreciate that some things are natural and some are made by people. • Recall the main points from the stories of creation. • Explain that humans are responsible for the Earth. • Understand that humans use the earth's resources for their benefit. • Explore ways of taking care of the planet. 	Christianity	Islam	Beliefs and practices of religions and other world views
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	Summer 2	What did Jesus teach and how did he live? 2.5	Children can <ul style="list-style-type: none"> • Express ideas about what a calling is. • Retell how Jesus was called. • Order the key events of the life of Jesus. • Recall the name given to Jesus' twelve special friends? • Retell and suggest meanings for the Miracle of the Feeding of the Five Thousand. • That the miracle teaches us about the special power of Jesus. • Retell and suggest meanings for the Miracle of the Healing of the Blind Man. • Explore that Christians believe that God is a God of love and forgiveness. (Like a parent/carer) • Children find out about what happened when Jesus arrived in Jerusalem. • Children retell and suggest meanings for how people felt about Jesus. • Children can retell the key beliefs of the Christian faith. 	Christianity	Islam	Beliefs and practices of religions and other world views
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Oak Cycle A	Autumn 1	What values are shown in Why are some journeys and places special? 5.1	<p>Children can</p> <ul style="list-style-type: none"> Understand that there are special religious places in the world. Describe their own special place. Describe how a Jewish person feels about visiting the Western Wall. Understand how visits to special places make people reflect. Understand the significance of the journey to Makkah for Muslims. Understand that believers need to make sacrifices for their beliefs. Explain why Muslims visit Makkah. 	Christianity	Islam	Beliefs and practices of religions and other world views
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	Autumn 2		<p>Children can</p> <ul style="list-style-type: none"> Describe and explain how Christian special places and journeys influence individuals. Make links between different special places and journeys. Describe and explain how Sikhs use personal reflection. Make links between pilgrimages and personal reflection. Compare and contrast why Jerusalem is special for different religions. Reflect on how different people can work together for tolerance. Reflect and make connections between pilgrimage and changing a person's belief. 	Christianity	Islam	Beliefs and practices of religions and other world views
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	Spring 1		<p>Children can</p> <ul style="list-style-type: none"> Ask thoughtful questions about religious and non-religious ways of life Make links between religious and non-religious ideas. Make links between thoughts and ideas and words and actions, suggesting how thinking can lead to action Consider moral questions about whether there are 'bad thoughts' and understand the impact of ideas on behaviour Retell a story of the Prophet Muhammad and suggest what it might mean to a Muslim. Describe and link up some Muslim teachings with how Muslims choose to live Describe some ways people try to increase peace Explain what a Christian believes and what I believe to be really important attitudes and values. Describe similarities and differences between the codes for living used by Christians and the followers of at least one other religion Consider questions about rules for living for myself, applying ideas from Christians and Humanists for myself 	Christianity	Islam	Beliefs and practices of religions and other world views
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Oak Cycle A	Spring 2	Should we forgive others? 5.3	Children can <ul style="list-style-type: none"> Identify ways in which people show that they are sorry. Show understanding of some reasons people might feel sorry. Show understanding of some reasons why it is hard to 'make up' or apologise in a conflict. Describe an example of forgiveness in a story told about or by Jesus. Explore and express their views about the consequences of forgiveness for themselves Respond clearly with their own ideas about importance of confession to Christians. Understand links between the examples of forgiveness and reconciliation studied to the teaching and example of Jesus. Make links between Jesus' ideas and Christian teaching and situations faced by 9-10 year olds today 	Christianity	Islam	Beliefs and practices of religions and other world views
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	Summer 1	What do Christians believe about the old and new covenants? 5.4	Children can <ul style="list-style-type: none"> Explain the term covenant and reflect on the covenant Abraham had with God Suggest reasons why Abraham is important to Christians Reflect on the covenant between Abraham and God Suggest reasons why Abraham is important to Christians, Jews and Muslims Explain the term Abrahamic faith Make connections between Moses and Abraham Explain Moses' covenant with God Discuss who Moses was and reflect on why he was important to Jews and Christians 	Christianity	Islam	Beliefs and practices of religions and other world views
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Summer 2	What do Christians believe about the old and new covenants? 5.4	Children can <ul style="list-style-type: none"> Suggest reasons why the Ten Commandments are important for Jews and Christians Explain who King David was and reflect on why he was important to Christians Make connections between David and Abraham and David and Jesus Reflect on David's covenant with God Reflect on the meaning of 'incarnation' Explain the terms 'Messiah' and 'Saviour' Investigate evidence from Bible extracts that support Christian beliefs about Jesus Reflect on the different titles attributed to Jesus 	Christianity	Islam	Beliefs and practices of religions and other world views	
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Oak Cycle B	Autumn 1	How do Sikhs show commitment? 6.1	Children can <ul style="list-style-type: none"> • Discuss and compare a range of important values • Summarise and give reasons for Sikh daily practice • Reflect on personal values and make links with Sikh beliefs • Identify and explain Sikh symbols, including the 5Ks • Summarise and explain how Sikh teachings and stories influence Sikh practice. • Weigh up different points of view about the Kirpan 	Christianity	Islam	Beliefs and practices of religions and other world views		
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	Autumn 2		How do Sikhs show commitment? 6.1	Children can <ul style="list-style-type: none"> • Identify and explain the main features of the Amrit ceremony • Compare and contrast Sikh practices with other forms of commitment • Identify and explain Sewa and make connections with other forms of service. • Suggest reasons why the langar is an important part of the Gurdwara. • Identify and explain key features of Sikh practice. • Consider and discuss the impact of being a Sikh on daily life. • Make links and applications to their own experiences and ideas 	Christianity	Islam	Beliefs and practices of religions and other world views	
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	Spring 1			How does growing up bring responsibilities? 6.3	Children can <ul style="list-style-type: none"> • Enquire into the responsibilities, rights and ceremonies connected to growing up. • Investigate religious ceremonies or 'rites of passages' connected to adulthood • Consider and evaluate arguments about the age of responsibility • Evaluate the importance and significance of promises • Investigate what happens at Bat and Bar Mitzvah and respond with insights about how these ceremonies are important for Jewish young people. • Investigate what happens at Amrit and respond with insights about how it reflects and symbolises commitment for Sikhs. • Explain and evaluate the importance of Confirmation or Believers' Baptism for a Christian.. 	Christianity	Islam	Beliefs and practices of religions and other world views
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Oak Cycle B	Spring 2	What do Christians believe about Jesus' death and resurrection? 6.2	Children can <ul style="list-style-type: none"> Describe how Christians show their beliefs about Palm Sunday in worship. Compare and contrast different gospel accounts of the Last Supper. Give reasons for the Christian traditions on Maundy Thursday. Give reasons for the importance of Good Friday to Christians. Make a parallel between a work of fiction and aspects of the Easter story. Explain what the gospel texts about the death and resurrection of Jesus might mean to Christians. Explain why Pentecost might be important to Christians today. Describe how Christians mark the Easter events in their church communities. 	Christianity	Islam	Beliefs and practices of religions and other world views
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	Summer 1	How do Jews remember the Kings and Prophets in worship and life? 6.4	Children can <ul style="list-style-type: none"> Explain key facts about Judaism Evaluate the importance and significance of David to Jewish people including his symbol and the founding of Jerusalem Respond to psalms and write own versions Explain what a prophet is Describe what a prophet does Give reasons why people may not follow the message of the prophets Describe the story of Esther 	Christianity	Islam	Beliefs and practices of religions and other world views
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Summer 2	How do Jews remember the Kings and Prophets in worship and life? 6.4	Children can <ul style="list-style-type: none"> Give reasons why and how Purim is celebrated Understand the symbolism of Purim Discover how Jews celebrate the new year and Hannukah festivals Describe and give reasons for the symbolism used in festivals Describe, evaluate and compare key promises Explain and justify their own values and beliefs 	Christianity	Islam	Beliefs and practices of religions and other world views	
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