

Progression in RE at Harefield Primary school

Note: RE is a spiral curriculum so often concepts are linked and overlapped. **A Concept, B Concepts** progression New 2022/23 Moved 2022/23

Learning progression:

Key concepts	<u>EYFS</u>	<u>Year 1 and 2</u>	<u>Year 3 and 4</u>	<u>Year 5 and 6</u>
<p>Belonging and Community (New Golden Threads)</p>	<p>Special people - Begin to communicate ideas about what special means, who is special, identify special people within religions and respond to own ideas.</p>	<p>Year 1 – Belonging (Christianity) Express own responses to belonging, think about how belonging relates to our own lives, what belonging means, explain how Christians show they belong to their religion, start to explain the value of belonging.</p> <p>Year 2 – Belief (see below)</p>	<p>Year 3 – Belonging (Islam) Children describe their own responses to the word belonging and what it means to them, can give examples of belonging in their own lives, can describe what it means to belong to something, how it is important to Muslims and evaluate by describing in simple terms the importance to believers and to themselves of belonging.</p> <p>Year 4 – Peace Children describe the concept of peace, how Buddhists express peace, the value of peace to Buddhists and their own response to peace and give examples of how this can be applied in their own and others lives.</p> <p>Year 4 – Identity (Purim) Describe the meaning of identity, describe how Jews express the concept at Purim, describe the importance it has to Jews, describe their own responses to identity and give examples of how their identity affects theirs and others lives.</p>	<p>Year 5 – enlightenment Children can explain the concept of enlightenment and how and why Buddhists celebrate enlightenment of the Buddha at Wesak, explain how Buddha's revelations influence their lives, express a personal responses to small incidents of enlightenment in their own lives and how they have affected their lives.</p>

<p>Special (New Golden Thread)</p>	<p>Special food - Begin to describe foods that are special to them, how they can be important to different people, why some foods can be special, describe how Hindus share special food and Christians share bread and wine.</p> <p>Special people (see above)</p> <p>Water -preciousness Share own experiences of water, talk about water, start to understand the importance and preciousness of water.</p>	<p>Year 2 - Special books – Talk about their own special books, know why books can be special, why is Torah and Bible special to Jews and Christians.</p>	<p>Year 3 – Holy Describe the concept of Holy and how Christians show that they believe Mary is holy, describe the value of Mary's holiness to believers thereby evaluate the concept, describe own responses to holy and give examples of how their ideas about holiness affect their lives.</p> <p>Year 4 – Sacred places Children can describe what people mean by sacred, can describe a sacred place which is significant to believers and its value to them, identify if they have their own sacred place and how they can affect theirs or others' lives.</p>	
<p>Authority and Love (New Golden Thread)</p>	<p>Special people (see above)</p>	<p>Year 2 – authority Children describe who people in authority are and what characteristics they can have, explain what authority means, identify who has authority in Bible stories and why and evaluate the importance of this authority to Christians.</p>	<p>Year 3 Holi (good and evil) Children describe the concepts of good and evil, the ways in which Hindus remember good and evil in the story of Holi, describe the value of the ways good over evil are celebrated, describe their own responses and how incidents in their own or others lives were good comes out of evil.</p> <p>Year 4 – Protection Children can express a personal response to feeling protected and explain what it means, how it is expressed by Hindus in the festival of Raksha Bandhan and the value of it to Hindus.</p> <p>Year 4 – Peace (see above)</p>	<p>Year 5 – Wisdom (see below)</p> <p>Year 6 – Power Children explain what people might mean by power, explain how God's power is significant for Christians and Muslims, explain their own responses and give examples and explain how power affects their own and others lives.</p> <p>Year 6 – Justice Can explain what the concept of justice means and give examples. Can explain how justice is significant in the stories of Jewish people, Christians and Muslims, can explain the value of justice to these people, can explain their own response (with examples) and how it can be applied in own and other's lives.</p>
<p>Celebration/ Stories with messages</p>	<p>Celebrating Birth – Be able to share own experiences of birthdays, listen to others talking about how they celebrate, begin to identify what a celebration is, begin to reflect on the importance of celebrating birth.</p>	<p>Year 1 – Celebration Talk about a celebration that is special to them/ features of celebrations/ how and importance of Christians celebrating Harvest.</p> <p>Year 1 – Change - Recognise that Jesus was a man who affected people's lives in different ways, recognise that Christians believe Jesus was God, identify a change that happened in a bible story and express their own views about this.</p>	<p>Year 3 – Stories with messages Children can describe what people mean by stories with messages, can describe a message within a story with is significant to Christians, can describe a personal response to stories with messages by reflecting on a message of their own and can describe how they have an effect on their own and others lives.</p>	<p>Year 5 – Wisdom Children can explain a personal response to the concept of wisdom and give examples, can explain how people have different ideas about what wisdom is, how the Quran and Bible contain wisdom and evaluate by explaining the importance of wisdom in the world today.</p> <p>Year 5 – Enlightenment (see above)</p> <p>Year 6 – Interpretation (see below)</p> <p>Year 6 – Sacrifice (see below)</p>

<p>Symbols And Remembering</p>	<p>Symbol of new life – Begin to understand how eggs can be a symbol of new life, begin to reflect on own ideas of new life and the importance of it.</p>	<p>Year 1 – Candlelight as a symbol Talk about own responses to candle flame, identify how candle flame relates to their own lives, talk about the flame being a reminder (symbol) of important events or people, begin to recognise how flames are used at Hanukkah and Advent – talk about their importance in simple terms.</p> <p>Year 2 – Water as a symbol (see water rituals)</p> <p>Year 2 - Remembering Vishnu Talk about Remembering, recognise that Hindus remember Vishnu by telling his stories and celebrating his birthday, explain how they remember people and why this is important.</p>	<p>Year 3 – Symbol of the cross Children can describe what a symbol is, how different crosses have different meanings, the importance of a symbol to Christians, describe their personal response to the word symbol and how it affects theirs or others lives.</p> <p>Year 4 – Imagery Children can express a personal response to the concept of image, can give examples of how images might affect their own lives and other peoples, can describe what 'images' are and how they are significant to Christians, can describe the importance of images of angels to themselves and/or Christians.</p>	<p>Year 5 – Symbol (Eucharist) Prior learning – food rituals year 4 Children can explain the meaning of the concept symbol, why bread and wine are used bby Christians, the importance of symbols to Christians, how their own responses and feelings to symbols affect their own an others lives and give examples.</p>
<p>Change and Journeys</p>	<p>Symbol of new life (see above)</p>	<p>Year 1 – Sad and Happiness Talk about their own experiences of sad and then happy, identify feelings of sadness and happiness for themselves and others, recognise how sadness and happiness is significant in the Easter story and why it is important to Christians.</p> <p>Year 2 – Journeys Can talk about their own responses to journey's end in their experience, identify how different journey ends relate to their own lives, recognise the journey's end in the Christmas birth narratives and the importance of this to Christians.</p>		<p>Year 5 – Rites of passage Children express a personal response to the concept and can explain what events have been important in their lives so far, and what impact this has had on their own lives and those of others, explain how important events are marked in religion by rites of passage, the meaning of the Muslim naming ceremony and the Hajj and the importance of rites of passage to believers.</p>

<p>Ritual</p>	<p>Precious water (see above)</p>	<p>Year 2 – Water rituals Children can identify simple examples of what ritual means, and how it is expressed by Christians and Hindus and describe in simple terms the value of ritual to Christians and Hindus then describe their own responses.</p>	<p>Year 4 – Food Rituals – rituals vs routines hard concept so need to build on this before concept B Can describe what a ritual is, how the ritual of Eucharist is important to Christians, can describe the value of peoples interpretations of rituals, can describe how food rituals affect their own and others' lives.</p>	<p>Year 5 – Ritual – Sukkot Prior learning more general food rituals – this unit more concept B led and specific to Jews – gives more context Can describe what a ritual is, Can describe the rituals practiced during Sukkot by Jews, describe the importance of rituals to Jews, describe examples of how their responses to rituals can be applied to their own and others' lives.</p> <p>Year 6 – Sacrifice Children can explain what sacrifice is, how Christians believe that Jesus sacrificed his life for the human race, can evaluate through explaining the relevance of sacrifice to Christians and what they think about his – explaining how it can be applied in their own lives and the lives of others.</p>
<p>God</p>		<p>Year 1 – Ideas about God (Christian) Be able to describe their response to the concept of God, identify simple examples of how others think of God, simply describe how Christians and Hindus see God and to begin to understand the importance of God to them.</p> <p>Year 2 - Belief Children can identify and talk about the concept of belief, how it is expressed by Christians at Easter and how important it is to them, describe their own beliefs and how they relate to their own lives and the lives of others.</p>	<p>Year 3 – Ideas about God (Christian & Hindu) Children can express a personal response to the concept of God, can give examples of how God might affect their own lives and other peoples, can describe how God is significant to Christians, can describe the importance of God to themselves and/or Christians and other religions.</p> <p>Year 3 – Holy (see above)</p>	<p>Year 5 – Faith Children can describe the meaning of the term faith, how it is expressed in the birth narratives and evaluate the importance of this, describe personal response to faith and give examples of how it might affect their own or other's lives.</p> <p>Year 6 – Interpretation Children can explain the meaning of the word interpretation, why there are two interpretations of the birth of Jesus in the Bible, explain the value of two interpretations and describe some issues raised, explain a personal response of how different interpretations have been evident in their own experience, explain how their own ideas may affect their experiences or those of others.</p>