

Stukeley Federation  
RE Curriculum Progression

	EYFS	KS1	KS2	
		Year 1/2	Year 3/4	Year 5 / 6
<p><b>Believing</b> <b>B1 Engaging with key beliefs/concepts through analysis of texts</b></p>	<p>Talk about and respond to stories sometimes sequencing the key events. E.g. Christmas story, Easter story, Creation story, Noah’s Ark, The Lost sheep, The prodigal son, The Sower, The Good Samaritan, David and Goliath.</p>	<p>Be able to use clear and simple language to retell a story (e.g. a parable from the New Testament, the story of the Prophet Muhammad and the spider, the story of Rama and Sita).</p>	<p>Be able to explain what it means for a text/story to 'have authority' for a group of believers.</p>	<p>Be able to name at least three sources of authority (e.g. text, religious leader, tradition, etc.) for a group of believers and identify the beliefs/concepts they refer to.</p>
<p><b>Believing</b> <b>B2 Making connections between key beliefs/concepts within and between belief traditions</b></p>	<p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p>	<p>Recognise a link between a story and a belief/concept (e.g. the story of the Lost Son in the New Testament and beliefs about forgiveness).</p>	<p>Be able to identify connections between beliefs/concepts within a single belief tradition with reference to authoritative texts/stories, e.g. salvation and incarnation, tawhid and creation, dharma and moksha.</p>	<p>Be able to explain connections between beliefs/concepts within a single belief tradition with reference to authoritative texts/stories.</p> <p>Be able to identify how similar concepts, e.g. creation, are presented across different belief traditions with reference to authoritative texts/stories.</p>
<p><b>Living</b> <b>L1 Showing understanding of core concepts relating to the human/social scientific study of religion and belief</b></p>	<p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Understand that some places are special to members of their</p>	<p>Be able to identify that different people have different beliefs about the world around them.</p>	<p>Be able to describe the difference between ‘beliefs’ and ‘religion’.</p>	<p>Explain the reasons why some belief traditions are not comfortable with the term ‘religion’ and be able to identify what makes a non-religious worldview different from a religion.</p>

Stukeley Federation  
RE Curriculum Progression

	community.			
<b>Living</b> <b>L2 Showing understanding of the connection between religious practice and context</b>	<p>Talk about members of their immediate family and community.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>How is Christmas /Easter celebrated in your family? compare with others within the class. What happens at a Christening/ baptism? compare with others within the class.</p>	Be able to describe diverse ways in which a festival from at least one belief tradition is celebrated in the UK/around the world.	Be able to identify ways in which religious practices vary depending on geographic, social, and cultural context.	Be able to explain the impact that society/culture/geography can have on religious practices, e.g. by comparing the way in which a religious practice from one belief tradition varies in different areas of the world.
<b>Living</b> <b>L3 Showing understanding of the way in which beliefs impact on the individual</b>		Be able to identify at least two ways in which beliefs can impact on the daily life of an individual believer (e.g. prayer, diet, etc.).	Be able to make connections between beliefs and the decisions an individual makes about how to live their life.	Be able to show understanding that an individual is affected by a range of beliefs, both religious and non-religious (e.g. that God made the world and that it is important to promote fundamental British values).
<b>Living</b> <b>L4 Showing understanding of the way in which community can impact on religious practice</b>	<p>Talk about members of their immediate family and community.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>Be able to describe at least two ways in which people express/practise their beliefs as a community e.g. festivals.</p> <p>Be able to make connections between family life and living out religious beliefs, e.g. worship at home or celebrating rites of passage.</p>	<p>Be able to explain at the importance of community within the religious/non-religious tradition studied.</p> <p>Be able to explain connections between religious beliefs and worship as a community in at least two belief traditions.</p>	<p>Be able to identify a diverse range of ways in which community impacts on a believer's experience of a belief tradition (e.g. through festivals, rites of passage, communal worship, etc.).</p> <p>Be able to identify some of the ways in which the wider local/national community impacts on a believer's experience of a belief tradition</p>

Stukeley Federation  
RE Curriculum Progression

				(e.g. keeping the fast during Ramadan whilst sitting exams in school).
<b>Thinking</b> <b>T1 Articulating how and whether things make sense</b>		Be able to ask questions about the world around them.	Be able to identify ways in which different people think about the world differently.	Be able to analyse different ways in which people think about the world and make connections between this and their beliefs.
<b>Thinking</b> <b>T2 Showing awareness of different approaches to understanding the world</b>		Be able to make connections between using their senses and what they know about the world around them.	Be able to understand and begin to explain that there is a difference between believing and knowing.	Be able to explain the distinctions between 'belief', 'faith', 'opinion', 'truth' and 'knowledge'.
<b>Thinking</b> <b>T3 Showing evidence of a process of reasoning</b>		Use reasons to support personal opinions about religions/beliefs.	Be able to provide with a range of evidence reasons why a member of a belief tradition may hold a particular belief (e.g. that the world was created, that God exists).	Begin to analyse the strengths/weaknesses of different types of evidence provided to support beliefs about the world, including personal beliefs.
<b>Vocabulary</b>	Christian, The Bible, God, Christmas, baptism, cross, christening, church, Easter, holy, service, praise, rejoice, Palm Sunday, Maundy Thursday, Good Friday, Easter Sunday, shepherd, parable, celebrate, believe, special, sacred book, miracle, prayer, angel, festival, celebration, religion, belonging, promise, worship, artefacts, place of worship.	Christian, The Bible, God, Christmas, baptism, cross, christening, church, Easter, betray, holy, service, praise, rejoice, Palm Sunday, Maundy Thursday, Good Friday, Easter Sunday, shepherd, parable, Qur'an, Shahadah, prophet, minaret, charity, faith, Muslim, Allah, Kaaba, mosque, wudu, calligraphy, muezzin, mihrab, prayer mat, geometric, creator, Eid-ul-Fitr, Ramadan, symbol, celebrate, believe, special, sacred book, miracle, prayer, angel, festival, celebration, religion, belonging,	stewards, Trinity, the Fall, salvation, disobey, forgiveness, Testaments, incarnation, temptation, Holy Communion, Anglican, Catholic, denominations, injustice, confession, initiation, confirmation, baptism, disciple, gospel, Eucharist, condemn, resurrection, crucify, sacrifice, gratitude, inspiration, miracle, sermon,  discipline, obedient, Hinduism Sacred thread ceremony, Vedas, dharma, rebirth, reincarnation, moksha,	Judgement, hell, heaven, scriptures, cathedral, glorifies, unconditionally, pastor, priest, nature, impact, justice, generosity, moral dilemmas, mission statements, hypocrite Hinduism pilgrimage, Sanskrit, Samsara, ahimsa, sewa, selfless  5 Pillars, salat, zakat, sawm, hajj, ibhadah, Sunnah, Hadith, Rak'ah, Ramadan, guidance, Barzakh, paradise, harmless, Grace, Ummah,  Ethical Discrimination Moral Just Cultural Influence Ethnic

Stukeley Federation  
RE Curriculum Progression

		<p>promise, worship, artefacts, place of worship, Golden Rule, mysterious,</p>	<p>ashramas, Sannyasa, OM, Rangoli, Samskaras, deities, temptation, aarti, Subhah beads, Surah, submission, Trimurti, Brahma (creator), Vishnu (preserver), Shiva (destroyer), goddess, Mandir, Murti, Aum, shrine, Puja, Prasad, bhajans, Bhagavad Gita, metaphors, reflect, peaceful, Humanist, humanity, values, freedom, guidance, awe, community, solution, conscience, Milestones, commitment, ceremonies, ambition, adventure, simile, ritual, fasting, significant, impact, culture, Sacred Community Faith Values Respect Belonging Meaning Truth Opinions</p>	<p>Socio-economic, theist, agnostic, atheist, witness, facts, interpretation, proof, chance, evolution, Big Bang Theory, believers, purification, charity, ethics, grief, bereaved, liturgies, soul, repent, consequences, eulogy, architecture, perspectives, wisdom, commitment, reconciliation</p>
--	--	--	---	---



Early Learning Goals



Development Matters (Reception)