

Lunsford Primary School Religious Education Progression

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Know about & Understand		Kent RE Curriculum. Pupils should be taught to: <ul style="list-style-type: none"> Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them; (A1) Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come; (A2) Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities; (A3) 		Kent RE Curriculum. Pupils should be taught to: <ul style="list-style-type: none"> Describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life in order to reflect thoughtfully on their ideas; (A1) Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities; (A2) Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning; (A3) 			
		Following Kent Agreed Syllabus. See curriculum map below.					
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Express and Communicate		Kent RE Curriculum. Pupils should be taught to: <ul style="list-style-type: none"> Ask and respond to questions about what communities do, and why, so that they can identify what difference belonging to a community might make; Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves; Notice and respond sensitively to some similarities between different religions and world views; 		Kent RE Curriculum. Pupils should be taught to: <ul style="list-style-type: none"> Observe and understand varied examples of religions and world views so that they can explain, with reasons, their meanings and significance to individuals and communities; Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives; Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and world views; 			
		Following Kent Agreed Syllabus. See curriculum map below.					
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Gain & deploy skills:		Kent RE Curriculum. Pupils should be taught to: <ul style="list-style-type: none"> Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry; Find out about and respond with ideas to examples of co-operation between people who are different; Find out about questions of right and wrong and begin to express their ideas and opinions in response. 		Kent RE Curriculum Pupils should be taught to: <ul style="list-style-type: none"> Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own thoughtfully in different forms including (e.g.) reasoning, music, art and poetry; Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect; Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response 			
		Following Kent Agreed Syllabus. See curriculum map below.					

Area of Study						
	Autumn		Spring		Summer	
Year 1	1.7 What does it mean to belong to a faith community? <u>Living</u>	1.6 How and why do we celebrate special and sacred times? <u>Expressing</u>	1.1 Who is a Christian and what do they believe? <u>Believing</u>		1.5 What makes some places sacred? <u>Expressing</u>	
Year 2	1.8 How should we care for others and the world, and why does it matter? <u>Living</u>	1.6 How and why do we celebrate special and sacred times? <u>Expressing</u>	1.2 Who is a Muslim and what do they believe? <u>Believing</u>		1.3 How can we learn from sacred books? <u>Believing</u>	
Year 3	L2.7 What does it mean to be a Christian in Britain today? <u>Living</u>		L2.1 What do different people believe about God? Christian focus and Muslims <u>Believing</u>	L2.5 Why are festivals important to religious communities? <u>Expressing</u>	L2.4 Why do people pray? <u>Expressing</u>	L2.2 Why is the Bible so important for Christians today? <u>Believing</u>
Year 4	L2.8 What does it mean to be a Hindu in Britain today? <u>Living</u>		L2.9 What can we learn from religions about deciding what is right and wrong? <u>Living</u>	L2.3 Why is Jesus inspiring to some people? <u>Believing</u>	L2.5 Why are festivals important to religious communities? Eid focus possibly an RE week	L2.6 Why do some people think that life is like a journey and what significant experiences mark this? <u>Living</u>
Year 5	U2.1 Why do some people think God exists? <u>Believing</u>	U2.4 If God is everywhere, why go to a place of worship? <u>Expressing</u>	U2.2 What would Jesus do? (Can we live by the values of Jesus in the twenty-first century?) <u>Believing</u>		U2.6 What does it mean to be a Muslim in Britain today? <u>Living</u>	
Year 6	U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity? <u>Expressing</u>	U2.8 What difference does it make to believe in ahimsa, grace and/or Ummah? <u>Living</u>	U2.7 What matters most to Christians and Humanists? <u>Living</u>			U2.3 What do religions say to us when life gets hard? <u>Believing</u>