



RELIGIOUS EDUCATION (RE)

Heavers Farm and Selsdon Primary Schools

PROGRESSION DOCUMENT

This document outlines progression in RE from Nursery to Year Six.

HEAVERS FARM AND SELSDON PRIMARY SCHOOLS
CURRICULUM PROGRESSION 2022-23

| PLACES OF WORSHIP TO VISIT | | | | | | | |
|----------------------------|-----------|--------------------|-----------------|------------------------|----------------------|---------------------|--------------------|
| Nursery | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| | | Mandir Hinduism | Mosque Islam | Church Christianity | Synagogue Judaism | Gurdwara Sikhism | Temple Buddhism |

HEAVERS FARM AND SELSDON PRIMARY SCHOOLS
CURRICULUM PROGRESSION 2022-23

| Enquiry | | | | | | | |
|---|---|---|---|--|--|--|--|
| Nursery | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Begin to ask questions about their surroundings and communities including their school. | Ask and answer simple questions about their communities including their school. | Identify what they find interesting and puzzling in life. Recognise symbols and other forms of religious expression. | Recognise that some questions about life are difficult to answer. E.g. Why do bad things happen? This may include discussions about death. What happens when we die? How was the world created? Why do some people not have enough food? Ask questions about their own and others' feelings and experiences. Identify possible meanings for | Investigate and connect features of religions and beliefs. Ask significant questions about religions and beliefs. Describe and suggest meanings for symbols and other forms of religious expression. | Gather, select, and organise ideas about religion and belief. (E.g. carrying out research about different aspects of religions and/or beliefs. Deciding on the best way to organise and present their information. Suggest answers to some questions raised by the study of religions and beliefs Suggest meanings for a range of forms of religious | Suggest lines of enquiry to address questions raised by the study of religions and beliefs. Suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence. Recognise and explain diversity within religious expression, using appropriate concepts. | Identify the influences on, and distinguish between, different viewpoints within religions and beliefs. Interpret religions and beliefs from different perspectives. Interpret the significance and impact of different forms of religious and spiritual expression. |

HEAVERS FARM AND SELSDON PRIMARY SCHOOLS
CURRICULUM PROGRESSION 2022-23

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| | | | symbols and other forms of religious expression | | expression, using appropriate vocabulary. | | |
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HEAVERS FARM AND SELSDON PRIMARY SCHOOLS
CURRICULUM PROGRESSION 2022-23

| Investigating (Communication and literacy) | | | | | | | |
|---|---|---|--|---|---|--|---|
| Nursery | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Hear, talk about and explore religious stories. | Find out about different celebrations. Talk about and explore different celebrations | Learn about festivals and stories associated with them. Find out how different religious people worship God. | Research key religious festivals. Research significant individuals in different religions (Religious leaders). Explore the main features of places of worship. | Explore the deeper meaning of festivals/ rituals and how they are expressed. Considered a deeper role of religious and non-religious festivals in Britain today. | Find out why religious leaders are important because of past events. Find out how significant people have made a difference in the worldwide community because of the faith. Find out why people see life as a journey. | Describe ceremonies that marked the end of life and how these are expressed in different beliefs. Find out why people see life as a journey, identify key religious milestones. Find out about different sources of guidance and their significance. | Investigate how religious and non-religious people put their beliefs into action. Find out about religious teachings, charities and ways of expressing generosity. Learn key concepts about life after death from a religious and non-religious view and the difference it might make to how someone lives. |

HEAVERS FARM AND SELSDON PRIMARY SCHOOLS
CURRICULUM PROGRESSION 2022-23

| Interpreting | | | | | | | |
|---|---|--|--|---|---|---|---|
| Nursery | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Express ideas about how to look after animals in response to faith stories. | <p>Talk about what stories say about God, the world and human beings.</p> <p>Identify objects involved during religious ceremonies.</p> | <p>Describe links between artefacts and celebrations.</p> <p>Draw meaning from artefacts related to festivals and celebrations.</p> <p>Suggest meanings of religious words and language.</p> <p>Suggest belief showing through celebrations.</p> | <p>Talk about how stories, objects, symbols and actions show beliefs.</p> <p>Explore the meaning of symbols, artefacts and actions and how they help in worship.</p> <p>Look at art/ images used to express ideas about God.</p> | <p>Make links between how celebration expresses beliefs.</p> <p>Think about and identify symbols of ceremonies.</p> <p>Explore religious metaphors.</p> <p>Look at and discuss art/ images used to express ideas about religions and God or gods.</p> <p>Recognise symbols of belonging, suggesting meaning and importance.</p> | <p>Explore words and actions which continue to inspire people today.</p> <p>Describe how past events are meaningful in the present.</p> <p>Describe how beliefs are expressed through prayer, worship, rituals and songs.</p> | <p>Make connections between the meanings of stories and practices at festivals.</p> <p>Examine the mission of religious leaders and how these inspire people today.</p> <p>Give simple definitions of some key terms to do with life after death.</p> | <p>Analyse meaning of quotations.</p> <p>Read and respond to prayers, liturgies, meditation texts and songs/hymns used when someone has died, and think about the beliefs addressed.</p> <p>Explore duties as a wider part of worship.</p> <p>Interpret a range of artistic expressions of beliefs.</p> |

HEAVERS FARM AND SELSDON PRIMARY SCHOOLS
CURRICULUM PROGRESSION 2022-23

| Reflecting | | | | | | | |
|---|--|--|--|---|--|--|--|
| Nursery | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Reflect on one's own feelings, thoughts, experiences and relationships. | Reflect on one's own feelings, thoughts, experiences and relationships and start to consider the feelings of others. | Consider the importance of the environment and natural world in different religions. | Recognise the significance of special moments in their in different religions. E.g. celebrations | Explore questions of meaning . E.g. what is the meaning of life. Why do we exist? | Understand the significance of people, place, object, story and experience | Reflect upon one's own beliefs, values and attitudes and those of others and on feelings, relationships, ultimate questions, beliefs and practices | Think and speak sensitively about values, religious and spiritual topics recognising the significance of special moments |

HEAVERS FARM AND SELSDON PRIMARY SCHOOLS
CURRICULUM PROGRESSION 2022-23

| Empathising | | | | | | | |
|--|---|--|---|---|---|---|--|
| Nursery | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Identify emotions during celebrations from different faiths. | Express ideas about how to care for others including animals. Consider the feelings of others including animals. | Create music/song/drama piece (role-play) expressing the feelings of others. List ways to look after the world. | List ways to look after the world and give reasons why this is important. Make links between religious teachings and practices about serving others. Think about ways they can benefit others. | Explore the different feelings during celebrations. Ask questions about the feelings and emotions and stories. | Consider religious attitudes and values of love and fairness. Identify spiritual values such as love, hope and forgiveness. Suggest ideas about treating others, arising from their learning. | Understand what is meant by loving others, why forgiveness is important and how we should treat each other. Use stories, teachings and examples to explore how love for all humans is shown. | Understand the emotions connected with loss and leaving. Examine how different religions have special teachings concerning death and the after-life. Consider ideas and importance of justice, fairness and generosity. Consider why charity is important and the difference it makes for those who give them to those who receive. |

HEAVERS FARM AND SELSDON PRIMARY SCHOOLS
CURRICULUM PROGRESSION 2022-23

| Analysing | | | | | | | |
|--|---|--|---|---|--|--|--|
| Nursery | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Recognise different festive celebrations and start to recognise the similarities or differences. | Recognise similarities and differences between celebrations. Identify and name sacred texts. | Begin to find out how holy books teach people to live. Identify similarities and differences between places of worship. | Discern what it means to belong to a religion/ to hold a belief. Look at how beliefs are expressed creatively. | Discuss the impact of having a faith. Discuss the impact of having a faith on the way people live. Identify and compare beliefs about God held by different religions. Explain what people do to show their faith. | Explain what people do to show their faith. Identify similarities and differences within and between religions. Make connections between beliefs, teachings and aim or duties in life. | Explore and explain different ways to worship, making comparisons between different faiths. Investigate the design and purpose of a place of worship and explain how the architecture and activities reflect beliefs. Note differences within places of worship. | Investigate the significance of religion in the local, national and global communities. Explore ways in which religions help people to live when times are tough. Explore places where religious people believe God is more 'present'. Find out about religious art and architecture and how they express beliefs. Compare Contrasting view about religious are |

HEAVERS FARM AND SELSDON PRIMARY SCHOOLS
CURRICULUM PROGRESSION 2022-23

| Synthesising | | | | | | | |
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| Nursery | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| | Recognise similarities and differences between festivals and celebrations. | Recognise similarities and differences between 2 faiths. | Uses creative ways to express their own ideas about different creation stories. | Link coherently feature(s) of religious groups / belief systems | Use a thematic approach to explore ideas. | Make links between religion and human experience | Use own learning / experiences to make sense of religious ideas and draw conclusions |

HEAVERS FARM AND SELSDON PRIMARY SCHOOLS
CURRICULUM PROGRESSION 2022-23

| Expressing (Communication and literacy) | | | | | | | |
|---|---|---|--|--|---|---|---|
| Nursery | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Recall simple stories connected with festivals. | Suggest features of a celebration. Explore feelings associated with celebrations. | Explain the importance of celebrating special times. | Give reasons why places of worship are important to believers. | Uses correct vocabulary to describe different aspects of religions. | Uses correct vocabulary to describe different aspects of religions. | Uses correct vocabulary to describe different aspects of religions. | Uses correct vocabulary to describe different aspects of religions. |
| Communicate their feelings linked to stories they here. | Share their own celebrations/occasions when they have felt special. Explain why festivals are special times. Talk about things they find interesting/puzzling/wonderful. Explore why the world is special. | Give an account of rituals and practices. Give examples of how people from different faiths care about the world. Respond to issues arising from stories. | Suggest what makes places and things special/sacred/holy, sharing special things and places to them and their families. Describe groups they belong to and how it feels. Use creative ways to express their own ideas about God. | Consider the importance and meaning of ceremonies and places of worship to individuals/families/communities. Suggest ideas about what is worth remembering and celebrating. | Give examples of how people show their commitment. Give examples of their own ideas about God. | Think about and discuss the value and challenges of practises. Explore the impact and benefit of religious practices to individuals and to the community. Give reasons why places of worship are important to believers and to the local community. | Reflect on the guidance they turn to examining how these are different to holy books. Offer interpretations of faith stories suggesting what they teach about how to live. Give reasons why places of worship are important to believers and to |

HEAVERS FARM AND SELSDON PRIMARY SCHOOLS
CURRICULUM PROGRESSION 2022-23

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| | | | | | | Reflect why some go to places of worship and others find alternative forms of faith communities. | the local community. Consider beliefs, practices and values significant in their lives. |
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HEAVERS FARM AND SELSDON PRIMARY SCHOOLS
CURRICULUM PROGRESSION 2022-23

| Applying | | | | | | | |
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| Nursery | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Identify things they like or find interesting in celebrations. | Identify things they find interesting or puzzling in festivals and celebrations. | Notice and find out about religions and worldviews. | Collect, use and respond to ideas in RE. | Ask thoughtful questions about religious and non-religious ways of life. | List characteristics of role models and inspirational people including religious leaders. | Apply teachings to respond to moral dilemmas. Use creativity to express knowledge, understanding and beliefs. Answer questions from different perspectives including their own. | Explain the impact of their commitments. Use creativity to express knowledge, understanding and beliefs. Raise thoughtful questions and suggest answers about what matters most in life. |

HEAVERS FARM AND SELSDON PRIMARY SCHOOLS
CURRICULUM PROGRESSION 2022-23

| Evaluating | | | | | | | |
|---|--|---|--|---|--|---|---|
| Nursery | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Discuss who is unique or special to them. | Discuss how they are unique and special. | Think about why the world is special. Discuss how everyone is unique and valuable, thinking of special qualities about themselves and others. . | Suggest answered to questions such as 'what would it be like if everyone follows the golden rule?' | Rank, sort and order rules/ commitments in different religions, comparing their own commitments. Suggest why having a faith can be good but it can sometimes be difficult. | Rank, sort and order commandments / rules/ commitments in different religions, comparing their own commitments. Debate whether the real meaning of festivals are preserved and celebrated reflecting the true meaning or whether they are commercialised. | Debate whether it is possible to live by religious values is it worth aiming for or not? Investigate the challenges of love and forgiveness. Express ideas about how and why religion can help believers when times are hard. | Rank ideas about being generous and charitable applying them to issues about poverty and charity. Consider a world without great art and architecture or charity and generosity weighing up with which has the greater impact. Consider how life would change if everyone followed their beliefs. |

HEAVERS FARM AND SELSDON PRIMARY SCHOOLS
CURRICULUM PROGRESSION 2022-23

TIMETABLE

In line with Croydon Agreed RE Syllabus 2018

| Year | Autumn 1 (| 1 week | Autumn 2 (5) | 2/3 weeks | Spring 1 (5) | Spring2(5) | 2 weeks | Summer 1 (6) | Summer 2 (6) |
|------------------|----------------------------|------------------|---|-----------|------------------------|--------------------------------|---------|------------------------------------|---|
| Nursery | Festivals & Celebrations | Harvest | Festivals & Celebrations | Christmas | Growing Together | Growing Together | Easter | Caring & Taking care | Caring & Taking care |
| Reception | Festivals & Celebrations | Harvest | Festivals & Celebrations | Christmas | Growing Together | Growing Together | Easter | Caring & Taking care | Caring & Taking care |
| Year 1 | Why are we Thankful? | Harvest | Christianity A & W | Christmas | Judaism A & W Purim | Christianity Sacred writings | Easter | Hinduism A & W Writings | Hinduism Lifestyle & celebrations Raksha Bandhan |
| Year 2 | Judaism Writings Lifestyle | Harvest (Sukhot) | Festivals of light- Judaism, Christianity, Hinduism | Christmas | Islam A & W Writings | Islam Lifestyle & celebrations | Easter | Christianity Visit & Lifestyle | Why are some things special? |
| Year 3 | Hinduism A & W writings | Harvest | Hinduism Lifestyle Diwali/Navaratri | Christmas | Christianity A & W | Christianity A & W | Easter | Why Should we care for Our world? | Why Should we care for Our world? |
| Year 4 | Judaism A & W | Harvest | Judaism Lifestyle and Celebrations | Christmas | Why do You Judge me? | Why do You Judge me? | Easter | Christianity Ascension & Pentecost | Christianity Writings |

HEAVERS FARM AND SELSDON PRIMARY SCHOOLS
CURRICULUM PROGRESSION 2022-23

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|---------------|----------------------------|---------|-------------------------------------|-----------|--|---|--------|------------------------|------------------------|
| Year 5 | Islam A & W Writings | Harvest | Sikhism A & W Bandi chor | Christmas | Sikhism Writings Lifestyle Vaisakhi | Christianity Lifestyle | Easter | Pilgrimage | Pilgrimage |
| Year 6 | Buddhism A & W Vesak | Harvest | Buddhism Writings & Lifestyle | Christmas | Islam Lifestyle | Christianity & Judaism Passover and Holy week | Easter | The Journey of Life | The Journey of Life |

This glossary contains words and terms which appear in the syllabus. The letter in brackets denotes the religions referred to;

- (B) Buddhism
- (C) Christianity
- (H) Hinduism
- (I) Islam
- (J) Judaism
- (S) Sikhism