

RE progression pathway

At Brookland, our RE curriculum is designed to give children a solid understanding of Christianity and an overview of the main beliefs and practises of Islam, Judaism, Sikhism and Hinduism. Each topic has an overall question to consider. Throughout the topic, children are encouraged to discuss, question and debate these beliefs using what they have learned. They also consider the impact these beliefs have on the world we live in and how to empathise, respect and engage with people who have a different belief than themselves.

In addition to these topics, we have extra days throughout the year which focus on a world religion so that the children are able to refresh their knowledge of these and have a wider experience of people's beliefs.

By teaching the children about different types of people and a variety of life and cultural experiences, our hope is that they will be able to make the right choices to ensure they can effectively brighten the future for others. If they are able to understand that the world reflects everyone's actions, they can choose to make their impact a positive one.

| Religion | EYFS | KS1 A | KS1 B | LKS2 A | LKS2 B | UKS2 A | UKS2 B |
|---------------------|--------------------------------------------------------|------------------------------------------|-------------------------------------------|----------------------------------------------------|----------------------------------------------------------|--------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|
| Christianity | | | | | | | |
| Creation | Why is the word 'God' so important to Christians? | | Who made the world? | | What do Christians learn from the creation story? | What does it mean if God is loving and holy? | Creation and science: complementary or conflicting? |
| Incarnation | Why do Christians perform nativity plays at Christmas? | Why does Christmas matter to Christians? | | What is the trinity? Christmas | | Was Jesus the Messiah? | |
| Gospel | | What is the good news that Jesus brings? | | What kind of world did Jesus want? | | | What would Jesus do? Christmas |
| People of God | Which stories are special and why? | | | What is it like to follow God? | | How can following God bring freedom and justice? | |
| Salvation | Why do Christians put a cross in an Easter garden? | | Why does Easter matter to Christians? | | Why do Christians call the day Jesus died 'Good Friday'? | What did Jesus do to save human beings? | What difference does the resurrection make for Christians? |
| Kingdom of God | | | | When Jesus left, what was the impact of Pentecost? | | What kind of King is Jesus? | |
| Judaism | Which stories are special and why? | Who is Jewish and what do they believe? | | | | Why do some people consider life as a journey? | What does it mean to be Jewish in Britain today? |
| Islam | | | Who is a Muslim and what do they believe? | | What does it mean to be a Muslim in Britain today? | | What does it mean to be a Muslim in Britain today? Is it better to express your beliefs in arts and architecture or charity and generosity? |
| Dharma - Hindu | | | | | | | What does it mean to be a Hindu in Britain today? |
| Sikhism | | | | How do Sikh people worship and celebrate? | What is important for Sikh people? | | |

| Cycle A/B | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Make Sense of the text | * Know terms as below | * Know terms as below * Retell a story * Talk about simple issues * Give a simple account * Recognise some objects and themes and suggest why these are important * Begin to recognise key sections of the Bible as a book | * Know terms as below * Retell a story in own words * Talk about simple issues * Give a clear, simple account * Explain what a story means for a believer * Recognise links * Recognise some objects/themes/concepts * Suggest the importance | * Know terms as below * Make simple links * Make connections between stories * Make suggestions about Christian/Sikh beliefs * Identify differences * Suggest meanings * Give examples * Order events | * Know terms as below * Identify how themes are linked across the Bible/faiths * Make clear links * Note differences * Offer suggestions about the meanings of Bible stories/events for Christians and others | * Know terms as below * Identify, outline and explain parts of the Bible * Use technical terms accurately * Suggest and explain meanings * Explain connections using theological terms * Compare personal ideas with religious interpretations | * Know terms as below * Outline clearly * Identify text type, features and purpose * Take account, suggest and compare understandings * Explain connections using theological terms * Show awareness of different interpretations |
| Understand the impact | | * Give an example of some things that Christians/Jews/ Muslims do * Begin to describe some Christian/Jewish/Muslim practices * Identify a few ways that people of faith follow the teachings of the Holy book | * Give examples of some things that Christians/Jews/Muslims do * Describe some Christian/Muslim/Jewish practices * Identify some ways that people of faith follow the teachings of the Holy book | * Make simple links between teachings and practices * Describe things that are important to Sikhs/Muslims and recognise their impact * Describe Sikh/Muslim practices/ceremonies * Describe how believers' worship and suggest why | * Make clear links between Bible verses and religious concepts * Describe things that are important to Sikhs/Muslims and recognise their impact * Describe Sikh/Muslim practices/ceremonies * Give examples of how and suggest why followers of religion show their beliefs * Explain similarities and differences | * Make connections between holy books and what followers believe * Give examples of ways * Show how people reflect their faith and beliefs through celebrations * Comment on theological ideas/religious practices | * Make clear connections between holy books and what followers believe * Give a range of examples of ways * Show understanding * Comment thoughtfully on theological ideas/religious practices |
| Make connections | Recognise that different people believe different things | * Think and talk about simple ideas * Ask questions * Make simple decisions * Explore simple ideas * Suggest an answer * Express own ideas | * Think and talk about ideas * Ask questions, including those that are hard to answer * Make simple decisions * Explore ideas * Suggest multiple answers to a question * Express own ideas creatively * Find out about cooperation between people who are different | * Make links between Bible stories and everyday life * Give examples of how and suggest reasons why * Express own ideas clearly * Ask meaningful questions and suggest some of their own responses | * Explore own questions and suggest ideas * Link up some questions and answers * Make links between religious teachings and the way many choose to live * Begin to suggest how religious teachings might affect my own choices * Express ideas clearly * Discuss links between faiths | * Weigh up/present different views * Develop own insights * Express thoughts on value and impact of religious ideas in the world today * Justify responses * Answer questions from different perspectives | * Identify and apply key ideas * Describe and reflect on opinions * Express different views thoughtfully * Offer and justify responses * Explain the impact * Examine questions from different perspectives to present a balance of views, including my own * Express thoughts on value and impact of religious ideas in the world today, offering own insights |

EYFS: God, Jesus, Bible, Belief, Frieze, Religion, Celebrate, Nativity, Easter, Cross, Church, Christian, Christianity, Prayer, Jewish, Muslim

KS1: Parable, Forgiveness, Love, Gospel, Incarnation, Salvation, Peace, Thankfulness, Hope, 'Big story', Resurrection, Mezuzah, Jewish, Shabbat, Torah, Praise, Chanukah, Synagogue, Jew, Creation, Genesis, Muslim, Islam, Holy Week, Saviour, Forgiveness, 99 names, Allah, Prophet Muhammad, Qur'an, Ramadan, Eid-ul-Fitr

LKS2: Covenant, Noah, Abraham, Ceremony, Sikh, Sikhism, 5K's, Khalsa, Faith, Promise, Trinity, Creation, Fall, Incarnation, Salvation, Resurrection, Pentecost, Holy Spirit, Guru Granth Sahib, Seva, Langar, Vaisakhi, Creation, Timeline, Genesis, Creator, John, Gospel, Concepts, Disciples, 'Fisher of people', Leper, Clergy, Betrayal, Denial, Maundy Thursday, Holy Communion
Journey, Milestones, Muslim, Islam, Prophet Muhammad, Five Pillars, Mosque, Guidance, Value, Impact, Justify

UKS2: Theological, Holy, Loving, Insight, Messiah, Saviour, Incarnation, Prophecy, Moses, Freedom, Salvation, People of God, Inspiring, Sacrifice, Jewish, Jew, Torah, Ritual, Practice, Perspective, Hindu, Hinduism, Worship, Tradition, Mandir, Murti, Aim, Duty, Puja, Aarti, Bhajans, Creation, Creator, Conflicting, Complementary, Genesis, Interpretation, Connect, Justify, Narrative, Gospel, Parable, Peace, Forgiveness, Healing, Insight, Muslim, Islam, Five Pillars, Prophet, Muhammad, Mosque, ritual, Pilgrimage, Fasting, Charity, Qur'an, Incarnation, Salvation, Hope, Theology, Resurrection, Sacred, Scriptures, Generosity, Kingdom of God