

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Assessment:	At the end of each term, pupils are expected to know, apply and understand matters, skills and processes taught in the relevant programme of study. This is assessed by the teacher using the foundation tracker.					
1	Theme: Creation Story Concept: God/Creation Key Question: Does God what Christians to look after the World? Religion: Christianity	Theme: Christmas Concept: Incarnation Key Question: What Gifts might Christians in town have given Jesus if he had been born here rather than in Bethlehem? Religion: Christianity	Theme: Jesus As A Friend Concept: Incarnation Key Question: Was it always easy for Jesus to show friendship? Religion: Christianity	Theme: Palm Sunday Concept: Salvation Key Question: Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? Religion: Christianity	Theme: Shabbat Key Question: Is Shabbat important to Jewish children? Religion: Judaism	Theme: Rosh Hashanah and Yom Kippur Key Question: Are Rosh Hashanah and Yom Kippur important to Jewish children? Religion: Judaism
2	Theme: What Did Jesus teach? Key Question: Is it possible to kind to someone all the time? Religion: Christianity	Theme: Christmas-Jesus As A Gift From God Concept: Incarnation Key Question: Why do Christians believe God gave Jesus as a gift to the World? Religion: Christianity	Theme: Passover Key Question: How important is it for Jewish people to do what God asks them to do? Religion: Judaism	Theme: Easter- Resurrection Concept: Salvation Key Question: How important is it to Christians that Jesus came back to life after his crucifixion? Religion: Christianity	Theme: Community and Belonging Key Question: Does going to a Mosque give Muslims a sense of belonging? Religion: Islam	Theme: Hajj Key Question: Does completing Hajj make a person a better Muslim? Religion: Islam
3	Theme: Divali Key Question: Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child? Religion: Hinduism	Theme: Christmas Concept: Incarnation Key Question: Has Christmas lost its true meaning? Religion: Christianity	Theme: Jesus' Miracles Concept: Incarnation Key Question: Could Jesus heal people? Were these miracles or is there some other explanation? Religion: Christianity	Theme: Easter-Forgiveness Concept: Salvation Key Question: What is good about Good Friday? Religion: Christianity	Theme: Hindu Beliefs Key Question: How can Brahman be everywhere and in everything? Religion: Hinduism	Theme: Prayer and Worship Key Question: What is the best way for a Sikh to show commitment to God? Religion: Sikhism
4	Theme: Beliefs and Practices Key Question: Is it possible for everyone to be happy? Religion: Buddhism	Theme: Christmas Concept: Incarnation Key Question: What is the most significant part of the Nativity story for Christians today? Religion: Christianity	Theme: The 8 Fold Path Key Question: Can the Buddha's teachings make the World a better place? Religion: Buddhism	Theme: Easter Concept: Salvation Key Question: Is forgiveness always possible for Christians? Religion: Christianity	Theme: Rites of Passage and Good Works Key Question: What is the best way for a Jew to show commitment to God? Religion: Judaism	Theme: Prayer and Worship Key Question: Do people need to go to church to show they are Christians? Religion: Christianity
5	Theme: Belief Into Action Key Question: How far would a Sikh go for his/her religion? Religion: Sikhism	Theme: Christmas Concept: Incarnation Key Question: Is the Christmas story true? Religion: Christianity	Theme: Beliefs and Moral Values Key Question: Are Sikh stories important today? Religion: Sikhism	Theme: Easter Concept: Salvation Key Question: How significant is it for Christians to believe God intended Jesus to die? Religion: Christianity	Theme: Belief and Moral Values Key Question: Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives? Religion: Hinduism	Theme: Beliefs and Practices Key Question: What is the best way for a Christian to show commitment to God? Religion: Christianity
6	Theme: Belief and Practices Key Question: What is the best way for a Muslim to show commitment to God? Religion: Islam	Theme: Christmas Key Question: How significant is it that Mary was Jesus' mother? Religion: Christianity	Theme: Beliefs and Meanings Concept: Salvation Key Question: Is anything ever eternal? Religion: Christianity	Theme: Easter Concept: Gospel Key Question: Is Christianity still a strong religion 2000 years after Jesus was on Earth? Religion: Christianity	Theme: Beliefs and Moral Values Key Question: Does belief in Akhirah (life after death) help Muslims lead good lives? Religion: Islam	Theme: Beliefs and Moral Values Key Question: Does belief in Akhirah (life after death) help Muslims lead good lives? Religion: Islam

RE Skills Ladder

Descriptors Progression Overview	Key Stage	Staffordshire Agreed Syllabus 2016	Vocabulary	Suggested Key Figures
<p>Children, during all units of work, will engage in following skills in order to enhance progression within the subject: Beliefs, teachings and sources; Practices and ways of life; Expressing meaning; Identity, diversity and belonging; Meaning, purpose and truth; and Value and commitments.</p>				
<p><u>Beliefs teachings and sources</u></p> <p>Engage with stories and extracts from religious literature and talk about their meanings</p> <p>Explore stories about the lives and teachings of key religious figures - 1.1b</p> <p>Find out about ways in which sacred texts are regarded, read and handled by believers</p> <p><u>Practices and ways of life</u></p> <p>Find out about how and when people worship and ask questions about why this is important to believers</p>	<p>KS1</p>	<ul style="list-style-type: none"> • Pupils can talk about their experience of the world around them and in particular what is of value and concern to themselves and to others. • Pupils use some religious words and phrases to recognise and name features of religious life and practice valued by believers. • They can recall religious stories and recognise symbols and other verbal and visual forms of religious expression which have meaning for believers. • Pupils talk about their own experiences and feelings, what they find interesting, puzzling or of value. • Pupils ask important questions about values, commitments and beliefs, making links between their own and others' responses, attitudes and behaviour. 	<p>Year 1: Jesus, Palm Sunday, Easter Day, Resurrection, Shabbat, Menorah, Christmas, Nativity, Adam, Eve, Myrrh, Joseph, Frankincense, Rosh Hashanah, Shofar, Palm Cross, Mary, Martha, Lazarus, Chanukah, Yom Kippur, Bethlehem, Friendship, Jerusalem, Romans</p> <p>Year 2: Salah - Muslim Prayer, Pesach, Easter, Resurrection, Passover, Sedar Plate, Kashrut, Mosque, Bar/Bat Mitvah, Hajj, Synagogue, Mecca, Qur'an, Nativity, Makkah, Kosher, Zeroh, Advent, Allah, Wudu, Ten Commandments, Five Pillars Samaritan</p>	<p>Year 1: Autumn: God Jesus Mary Joseph Spring: Jesus</p> <p>Summer:</p> <p>Year 2: Autumn: Jesus</p> <p>Spring: God</p> <p>Summer: God</p>

<p>Explore the preparations for and find out about the celebration of festivals</p> <p>Identify the importance for some people of belonging to a religion and recognise the difference this makes to their lives</p> <p><u>Expressing meaning</u></p> <p>Explore as appropriate the special nature of artefacts used in worship -1.3a</p> <p>Identify symbolic actions, gestures and rituals and talk about how they are used as part of worship and ceremonies</p> <p>Engage with religious beliefs and ideas expressed through story, symbol and other visual forms of expression</p> <p><u>Identity diversity and belonging</u></p> <p>Reflect and respond to stories about belonging and relating to religious communities</p>		<ul style="list-style-type: none"> Pupils use a developing religious vocabulary to describe some key features of religions, recognising similarities and differences. They make links between beliefs, practices and sources, including religious stories and sacred texts. 		
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<p>Identify and ask questions about customs associated with particular religious communities</p> <p>Find out about ceremonies in which special moments in the life cycle are marked</p> <p><u>Meaning purpose and truth</u></p> <p>Ask and respond imaginatively to questions about things that are interesting or puzzling in the world</p> <p>Listen to and ask questions about stories of individuals and their relationship with God</p> <p>Explore a range of stories and extracts from sacred writings and talk about meaning they have for believers</p> <p><u>Values and Commitments</u></p> <p>Reflect and respond to stories highlighting the morals and values of believers in practice</p>				
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<p>Reflect on examples of care and concern shown by believers and religious communities and explore reasons for these actions</p> <p>Explore stories from religious traditions and find out about attitudes to the natural world</p>				
<p><u>Beliefs teachings and sources</u></p> <p>Explore the origins of sacred writings and consider their importance for believers today</p> <p>Explore a variety of forms of literature found in sacred books and investigate a range of religious teachings</p> <p>Explore the life of key religious figures and make links with teachings and practices of special significance to followers</p> <p>Explore the meaning of a wide range of stories about the beginnings of the world</p>	<p>LKS2</p>	<ul style="list-style-type: none"> • Pupils can recognise that some questions cause people to wonder and are difficult to answer. They are able to share ideas about right and wrong. • Pupils use religious words and phrases to identify some features of religion and its importance for some people. They begin to show awareness of similarities in religions, including key questions raised by believers. • Pupils retell religious stories and suggest meanings for religious actions and symbols. They identify how religion is expressed in different ways. • Pupils ask, and respond sensitively to, questions about their own and others' experiences and feelings. In relation to matters of right and 	<p>Year 3: Divali, Rangoli, Puja, Nativity, Khalsa, Hindu, Crucifixion, Maunday Thursday, Palm Sunday, Good Friday, Miracle, Kirpan, Kara, Kangha, Kachera, Khanda, Amrit, Kesh, Incarnation, Advent, Disciples, Lassmi, Brahma, Tomb, Mool Mantar, Gurdwara,</p> <p>Year 4: Buddha, The Torah, Covenant, Passover, Old Testament, Temple, Barabbas, Synagogue, Bar/Bat Mitzvah, Exodus, Charoset, Pesach, Christingle, Bodhi, 8 - fold path, The Last Supper,</p>	<p>Year 3:</p> <p>Autumn: Rama Sita</p> <p>Spring: Jesus Brahman Brahma Vishnu Shiva</p> <p>Summer:</p> <p>Year 4:</p> <p>Autumn: Abraham God</p>

<p>and reflect upon their importance for believers</p> <p><u>Practices and ways of life</u></p> <p>Compare and contrast the practice of religion in the home in different religious communities</p> <p>Identify the main features and patterns of an act of worship and talk about the importance of worship for believers</p> <p>Investigate some features of key religious festivals and celebrations and identify similarities and differences</p> <p>Investigate the life of a person who has been inspired by their faith and make links between belief and action</p> <p><u>Expressing meaning</u></p> <p>Explore the symbolic use of a wide range of objects, sounds, visual images, actions and gestures and make</p>		<p>wrong, they can identify their own values and those of others.</p> <ul style="list-style-type: none"> • They begin to identify the impact religion has on believers' lives. They describe some forms of religious expression. • Pupils identify what influences their values and choices, making links between aspects of their own and others' experiences. 		<p>Buddha Dalia Lama Jesus</p> <p>Spring: Moses Buddha Judas Ghandi Anne Frank</p> <p>Summer:</p>
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<p>suggestions as to the intended meaning they might have for believers</p> <p>Explore the meaning of stories drawn from religious sources and reflect on the significance of key words, phrases or expressions</p> <p>Compare and contrast the use of symbols, actions and gestures used in worship by different communities</p> <p>Identify some of the ways in which religions name and describe attributes of God and make links with belief and practice</p> <p><u>Identity diversity and belonging</u></p> <p>Explore the diversity of a range of religious traditions and identify and reflect on similarities and differences</p> <p>Find out about the activities of a local religious community and make links with key religious teachings</p>	<h1>UKS2</h1>	<ul style="list-style-type: none"> • Pupils raise, and suggest answers to, questions of identity, belonging, meaning, purpose, truth, values and commitments, recognising the implications and consequences of making moral choices. • Pupils use a developing religious vocabulary to describe and show understanding of sources, practices, beliefs, ideas, feelings and experiences. • They make links between them, and describe some similarities and differences both within and between religions. • They describe the impact of religion on people's lives. They explore and explain meanings for a range of forms of religious expression. • They apply their ideas about identity and commitment to their own and other people's lives. They describe what inspires and influences themselves and others, especially their commitments, values and choices. • Pupils ask, and suggest answers to, questions of identity, belonging, meaning, purpose and truth, values and commitments, relating them to their own and others' lives and making clear 	<p>Year 5: Kasha, Amrit, Langar, Sikh, Golden Temple, Puja, Gayatri Mantra, Pilgrimage, Guru, Granth Sahib, Advent, Vaishsakhi, Peace, Equality, Belonging, Spirituality, Holy Communion, The Eucharist, Brahman, Vishnu, Shiva, Ten Commandments, Gospels, Dharma, Vedas, Avatar, Chadogya Upanishad, Brahma, Herod, Confirmation, Moksha, Gurdwara</p> <p>Year 6: Ramadam, Christian, Angel, neighbour, Five Pillars, Virgin Birth, Shrove Tuesday, Agape, Holy Spirit, Mary, Qu'ran, Hajj, Crib, Carols, Lent, Ten Commandments, Jihad, Noah, Abraham, Moses, Covenant</p>	<p>Year 5:</p> <p>Autumn: Guru Nanak Jesus God</p> <p>Spring: Guru Nanak Brahaman Shiva Krishna Vishnu Lakshmi Mother Teresa</p> <p>Summer:</p> <p>Year 6:</p> <p>Autumn: Mary Jesus</p> <p>Spring: Martin Luther King Jr</p> <p>Summer: Allah</p>
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<p>Research some key events in the development of a religious tradition and explain the impact on believers today Investigate the importance for believers of ceremonies in which special moments in the life cycle are marked</p> <p><u>Meaning purpose and truth</u></p> <p>Raise questions about issues which cause people to wonder and investigate some answers to be found in religious writings and teachings</p> <p>Investigate and reflect on a range of religious responses to suffering, hardship and death</p> <p>Investigate stories about God's relationship with people and suggest how, for some people, this helps them to make sense of life</p> <p>Make links between beliefs and action and reflect on how this might have local, national and international impact</p>		<p>connections between personal viewpoints and action.</p> <ul style="list-style-type: none"> • Pupils use an increasingly wide religious vocabulary to explain the impact of beliefs on individuals and communities. • They explain why people belong to religions. They demonstrate that similarities and differences illustrate distinctive beliefs within and between religions and suggest possible reasons for this. • They explain how religious sources are used to provide answers to ultimate questions and ethical issues, recognising diversity in forms of religious, spiritual and moral expression, within and between religions. • They explain what inspires and influences them, expressing their own and others' views on the challenges of commitment. They identify the consequences for themselves and for others of holding particular beliefs and values. 		<p>Prophet Mohammad</p>
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<p><u>Values and Commitments</u></p> <p>Explore rules for living found in sacred writings and teachings and ask questions about their impact on the lives of believers</p> <p>Investigate ceremonies associated with joining or belonging to a faith community and talk about the meaning of commitment</p> <p>Engage with a variety of people about their beliefs and values and ask questions about the way commitment affects their lives</p> <p>Explore religious stories and teachings about the environment and identify and reflect on their impact on behaviour</p>				
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