



KMA PROGRESSION IN RE



King's Meadow Academy

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Date	Review Date	Subject Leader
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This document aims to give guidance on the progression of RE knowledge and skills across the year groups.

It can also be used to differentiate work, and expectations, appropriately for pupils working above and below age-related expectations (particularly SEND pupils and GD pupils).

Their increasingly critical thinking should be reflected in their attitude towards the world and the increasing confidence they have to express views and feelings independently.

In RE, like all other subjects, we recognise the importance of the methods and practice of teaching (the pedagogy) we choose to use in enabling pupils to know more, understand more and remember more. In RE, the following approaches will be used, and be evident in pupil discussion, observations and work in books, in order to ensure that the RE learning opportunities are as effective as possible and that pupils progress throughout the year and across year groups during their RE experiences in school:

TEACHING SEQUENCE IN RE

Introduce children to The Big Picture, what they will be learning today and what they have been taught in previous year groups.



Provide children with a daily review to provide feedback and consolidation from previous learning, using a variety of teaching strategies.



Provide realistic and relevant information



Opportunities for the children to work interactively, using other curriculum areas e.g music, drama, art, with the teacher acting as the facilitator.



Individual reflection on the learning.

Meta-cognition in RE

Activating prior knowledge	The teacher discusses with children the learnt strategies and content in previous reading lessons
Explicit strategy instruction	The teacher explicitly explains how to organise their ideas, with the emphasis on the cognitive strategy 'cause and effect' model' to help them organise and plan
Modelling of learned strategy	Use initial notes to model one part of the strategy
Memorisation of strategy	The teacher tests if pupils have memorised the key aspects of the strategy through questions and discussions
Guided practice	The teacher models one further example with the whole group, with pupils verbally contributing ideas
Independence practice	Pupils complete their own task
Structured reflection	The teacher encourages pupils to reflect on how appropriate the model was, how successfully they applied it, and how they might use it in the future.

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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Key Religions studied	Christianity Judaism	Christianity Judaism	Christianity Islam	Christianity Hinduism	Christianity Hinduism	Christianity Islam	Christianity Islam Humanistic beliefs
Main Religious Focus <i>A1, A2, A3</i> <i>B1, B2, B3</i> <i>C1, C2, C3</i>	A2, B1, B2,	A1, A2, A3, B2	A2, B2	A1, A2, B1, B2	A1, A2, B1, B2	A2, B1	B2

Know About and Understand

A1	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Describe, explain and analyse beliefs, and practices, recognising the diversity which exists within and between communities	Talk about past and present events in their own lives and in the lives of family members.	Talk about the fact that Christians believe in God and follow the example of Jesus.	Talk about the fact that Jewish people believe in God.	Retell and suggest the meanings of stories from sacred texts about people who encountered God.	Describe some examples of what Hindus do to show their faith and make connections with some Hindu beliefs and teachings about aims and duties in life.	Describe the Five Pillars of Islam and give examples of how these affect the everyday lives of Muslims.	Describe and make connections between examples of religious creativity (buildings and art).
	Talk about some religious stories.	Talk about some simple ideas about Christian beliefs about God and Jesus.	Talk about the fact that Muslims believe in God (Allah) and follow the example of the Prophet Muhammad identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr.	Describe some of the ways in which Christians, Hindus and/or Muslims describe God.	Make connections between some of Jesus' teachings and the way Christians live today.	Make connections between the key functions of the mosque and the beliefs of Muslims.	Outline Christian, Hindu and/or nonreligious beliefs about life after death.
	Recognise some religious words.	Give an account of what happens at a traditional Christian infant baptism/ dedication and suggest what the actions and symbols mean.	Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah.	Describe what some believers say and do when they pray.	Describe how Christians celebrate Holy Week and Easter Sunday.	Make connections between some of Jesus' teachings and the way Christians live today.	Describe what Ahimsa, Grace or Ummah mean to religious people.
	Recall simply what happens at a traditional Christian infant baptism and dedication.	Identify two ways people show they		Consider and evaluate the significance of prayer in the lives of people today.	Make connections	Recall and name some key features of places of worship studied	Make connections between beliefs and behaviour in different religions.
Recall simply what happens when a baby is welcomed in another religion							

		<p>belong to each other when they get married.</p> <p>Recognise that there are special places where people go to worship and talk about what people do there.</p>		<p>Describe some ways Christians say God is like, with examples from the Bible, using different forms of expression.</p> <p>Describe some examples of what Christians do to show their faith and make connections with some Christian beliefs and teachings.</p>	<p>between the Easter story of Jesus and the wider 'big story' of the Bible (creation, the Fall, incarnation, salvation), reflecting on why this inspires Christians.</p> <p>Recall and name some of the ways religions mark milestones of commitment (including marriage).</p>		<p>Make connections between belief in Ahimsa, Grace and Ummah, teachings and sources of wisdom in the three religions.</p>
Key Vocabulary	<p>Family Christian Baptism Church</p>	<p>Christian God Jesus Baptism Church Bible</p>	<p>God Muslim Prophet Muhammad Allah Ramadan Eid-ul-Fitr</p>	<p>God Christian Hindu Pray Bible Sacred</p>	<p>Duties Holy Week Easter</p>	<p>Islam Mosque Muslim</p>	<p>Belief Christianity Hindu Muslim Humanistic</p>

Know About and Understand

A2	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Identify, investigate and respond to questions posed by, and responses offered by some of the sources of wisdom found in religions and world views.</p>	<p>Talk about past and present events in their own lives and in the lives of family members.</p> <p>Talk about people who are special to them.</p> <p>Say what makes their family and friends special to them.</p> <p>Identify the qualities of a good friend.</p> <p>Recall and talk about stories of Jesus as a friend to others.</p> <p>Recall a story about a special person in another religion and talk about what can be learnt from it.</p> <p>Identify some of their own feelings in the stories they hear.</p>	<p>Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means.</p> <p>Make links between what Jesus taught and what Christians believe and do.</p> <p>Suggest meanings to religious songs, responding sensitively to ideas about thanking and praising.</p> <p>Re-tell a story that shows what Jewish people at the festivals of Sukkot, Chanukah or Pesach might think about God, suggesting what it means</p> <p>Make links between some Jewish teachings and how Jewish people live.</p>	<p>Talk about some of the stories that are used in religion and why people still read them.</p> <p>Re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories.</p> <p>Make links between the messages within sacred texts and the way people live.</p> <p>Re-tell a story about the life of the Prophet Muhammad.</p> <p>Recognise some objects used by Muslims and suggest why they are important.</p> <p>Make links between what the Holy Qur'an says and how Muslims behave.</p>	<p>Describe the practice of prayer in the religions studied.</p> <p>Recall and name some Bible stories that inspire Christians.</p> <p>Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation.</p> <p>Explain how the Bible uses different kinds of stories to tell a big story.</p> <p>Describe some ways in which Christians express their faith through hymns and modern worship songs.</p>	<p>Describe some ways in which Hindus express their faith through puja, aarti and bhajans.</p> <p>Give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter.</p> <p>Suggest why some people see life as a journey and identify some of the key milestones on this journey.</p> <p>Make connections between stories of temptation and why people can find it difficult to be good.</p>	<p>Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad</p> <p>Describe the forms of guidance a Muslim uses and compare them to forms guidance experienced by the pupils.</p> <p>Outline Jesus' teaching on how his followers should live Explain the links between Jesus' death on the cross and Christian belief in love and forgiveness, giving reasons why Christians want to follow Jesus</p> <p>Outline clearly a Christian understanding of what God is like using examples and evidence.</p>	<p>Identify the values found in stories and texts.</p> <p>Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples.</p>

	Talk about what Jesus teaches about keeping promises						
Key Vocabulary	Past Present Special Friend Jesus	Jesus Teaching Jewish Festival	Sacred Bible Holy Qur'an Muslim	Prayer Salvation Faith Hymn	Hindu Gospel Incarnation Salvation	Muslim Five Pillars Islam Belief Guidance	Values Christian

Know About and Understand

A3	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.	To know about similarities and differences between themselves and others, and among families, communities and traditions. Identify a sacred text.	Recognise some Christian symbols and images used to express ideas about God. Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers. Identify at least three objects used in worship in two religions. Identify special objects and symbols	Recognise that Muslims do not draw Allah or the Prophet but use calligraphy to say what God is like.	Make connections between what people believe about prayer and what they do when they pray. Identify and name examples of what Christians have and do in their families and at church to show their faith. Explain similarities and differences between at least two different ways of worshipping in two different Christian	Identify and name examples of what Hindus have and do in their families and at mandir to show their faith. Describe what happens in Christian, Jewish and/or Hindu ceremonies of commitment and say what these rituals mean.	Give two reasons why a Christian believes in God and one why an atheist does not. Make connections between how believers feel about places of worship in different traditions. Outline how and why places of worship fulfil special functions in the lives of believers.	Outline how and why some Humanists criticise spending on religious buildings or art. Give simple definitions of some key terms to do with life after death, e.g. salvation, heaven, reincarnation.

		found in a place where people worship and be able to say something about what they mean and how they are used. Recognise that some Jewish people remember God in different ways (e.g. mezuzah, on Shabbat).					
Key Vocabulary	Same Different Family Community Tradition	Christian Symbol Worship	Prophet Calligraphy	Pray Worship	Muslim Mandir Ceremony	Christian Atheist Worship	Humanist Reincarnation

Express and Communicate

B1	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities.	To know about similarities and differences between themselves and others, and among families, communities and traditions. To know that other children don't always enjoy the same things and are	Respond thoughtfully to a piece of Christian music and a Bible text that inspired it. Show an awareness that some people belong to different religions. Ask good questions during a school visit	Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel	Identify beliefs about God that are held by Christians, Hindus and/or Muslim. Identify how and say why it makes a difference in people's lives to believe in God. Identify at least two ways Christians use the Bible in everyday life. Give examples of how and suggest reasons	Ask good questions about what Hindus do to show their faith. Ask questions raised by the stories and the life of Jesus and followers today and give examples of how Christians are inspired by Jesus.	Identify three reasons why the Holy Qur'an is important to Muslims, and how it makes a difference to how they live. Describe and reflect on the significance of the Holy Qur'an to Muslims.	Raise thoughtful questions and suggest some answers about life, death, suffering and what matters most in life. Explain what difference belief in judgement/heaven/karma/

	<p>sensitive to this. Give examples of special occasions and suggest features of a good celebration.</p> <p>Recall simple stories connected with Christmas/Easter and a festival from another faith.</p> <p>Say why Christmas/Easter and a festival from another faith are special times for believers.</p>	<p>about what happens in a church, synagogue or mosque.</p> <p>Talk about how Shabbat is a special day of the week for Jewish people and give some examples of what they might do to celebrate Shabbat.</p> <p>Identify some ways</p>		<p>why Christians use the Bible today.</p> <p>Ask good questions about what Christians do to show their faith.</p>	<p>Identify the most important parts of Easter for Christians and say why they are important.</p> <p>Identify at least two promises made by believers at these ceremonies and say why they are important.</p> <p>Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions.</p>	<p>Comment thoughtfully on the value and purpose of religious practices and rituals in a Muslim's daily life.</p> <p>Explain the impact Jesus' example and teachings might have on Christians today.</p> <p>Define the terms theist, atheist and agnostic and give examples of statements that reflect these beliefs.</p> <p>Express thoughtful ideas about the impact of believing or not believing in God on someone's life.</p> <p>Comment thoughtfully on the value and purpose of places of worship in religious communities.</p>	<p>reincarnation might make to how someone lives, giving examples.</p>
Key Vocabulary	<p>Christmas Easter Tradition Festival</p>	<p>Bible Church Synagogue Shabbat</p>	<p>Celebrate Muslim Ramadan Eid-ul-Fitr</p>	<p>Belief God Faith</p>	<p>Faith Hindu Easter</p>	<p>Christianity Muslim Holy Qur'an Worship</p>	<p>Life Death Heaven Reincarnation Karma</p>

Express and Communicate

B2	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value.</p>	<p>To know that other children don't always enjoy the same things and are sensitive to this.</p> <p>Talk about somewhere that is special to themselves, saying why.</p> <p>Be aware that some religious people have places which have special meaning.</p> <p>Talk about the things that are special and valued in a place of worship.</p> <p>Identify some significant features of sacred places.</p> <p>Recognise a place of worship.</p>	<p>Talk about what is special and of value about belonging to a group that is important to them.</p> <p>Give examples of ways in which believers express their identity and belonging within faith communities, responding sensitively to differences.</p> <p>Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe.</p>	<p>Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.</p>	<p>Suggest why having a faith or belief in something can be hard.</p> <p>Respond thoughtfully to examples of how praying helps religious believers.</p> <p>Describe ways in which prayer can comfort and challenge believers.</p> <p>Suggest why Christians believe that God needs to rescue/save human beings.</p> <p>Suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes.</p>	<p>Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes.</p> <p>Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people.</p> <p>Recall and talk about some rules for living in religious traditions.</p>	<p>Give examples of ways in which believing in God is valuable in the lives of Christians and ways in which it can be challenging.</p> <p>Give examples of how places of worship support believers in difficult times, explaining why this matters to believers.</p>	<p>Respond with ideas of their own to the title question.</p> <p>Suggest reasons why some believers see generosity and charity as more important than buildings and art.</p> <p>Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view.</p> <p>Express ideas about how and why religion can help believers when times are hard, giving examples.</p> <p>Explain some similarities and differences between beliefs about life after death.</p>

	Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church.						Respond sensitively to examples of religious practice with ideas of their own. Outline the challenges of being a Hindu, Christian or Muslim in Britain today.
Key Vocabulary	Worship Special Church	Church Synagogue Symbol	Identity Belonging	Faith Christian	Hindu Traditions Religion	Place of worship Christianity	Generosity Charity Similarities Differences

Express and Communicate

B3	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Appreciate and appraise varied dimensions of religion.	To know about similarities and differences between themselves and others, and among families, communities and traditions. Recall simply what happens at a traditional Christian infant baptism and dedication.	Identify some similarities and differences between the ceremonies studied. Show that they have begun to be aware that some people regularly worship God in different ways and in different places.	Recognise some ways in which Christians, Muslims and/or Jewish people treat their sacred books. Recognise that sacred texts contain stories which are special to many people and should be treated with respect	Identify some similarities and differences between ideas about what God is like in different religions. Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray.	Explain similarities and differences between Hindu worship and worship in another religious tradition pupils have been taught. Explain similarities and differences between ceremonies of commitment.	Offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live. Explain how Christians sometimes disagree about what God is like, giving examples of how they interpret texts differently. Select and describe the most important	Show understanding of the value of sacred buildings and art. Suggest ideas about why humans can be both good and bad, making links with Christian ideas. Describe some Christian and Humanist values simply.

	Recall simply what happens when a baby is welcomed in another religion. Identify a sacred text.			Explain similarities and differences between how people pray.	Explain some Similarities and differences between the codes for living used by Christians and the followers of at least one other religion or non-religious belief system.	functions of a place of worship for the community.	<p>Give examples of similarities and differences between Christian and Humanist values.</p> <p>Explain some reasons why Christians and Humanists have different ideas about an afterlife.</p> <p>Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding.</p> <p>Consider similarities and differences between beliefs and behaviours in different faiths.</p> <p>Consider and evaluate the significance of the three key ideas studied, in relation to their own ideas.</p>
Key Vocabulary	Baptism Church Christian	Ceremony Worship	Sacred Respect	Same Different Prayer	Similarities Differences Commitment	Parable Place of worship Community	Sacred Christian Humanist Afterlife

GAIN AND DEPLOY SKILLS

C1	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively.</p>	<p>To know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world.</p> <p>Re-tell stories, talking about what they say about the world, God, human beings.</p>	<p>Ask some questions about believing in God and offer some ideas of their own.</p> <p>Describe some of the ways in which people use music in worship and talk about how different kinds of music makes them feel.</p> <p>Express their own ideas about the value of times of reflection, thanksgiving, praise and remembrance, in the light of their learning about why Jewish people choose to celebrate in these ways.</p>	<p>Ask and suggest answers to questions arising from stories Jesus told and from another religion.</p> <p>Suggest their own ideas about stories from sacred texts and give reasons for their significance.</p> <p>Ask some questions about believing in God and offer some ideas of their own.</p> <p>Ask some questions about God that are hard to answer and offer some ideas of their own.</p>	<p>Ask questions and suggest some of their own responses to ideas about God.</p> <p>Discuss and present their own ideas about why there are many ideas about God and express their own understanding of God through words, symbols and the arts.</p> <p>Discuss and present ideas about what it means to be a Christian in Britain today, making links with their own experiences.</p>	<p>Discuss and present ideas about what it means to be a Hindu in Britain today, making links with their own experiences.</p> <p>Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief.</p>	<p>Answer the title key question from different perspectives, including their own.</p> <p>Present different views on why people believe in God or not, including their own ideas.</p> <p>Enquire into what some atheists, agnostics and theists say about God, expressing their own ideas and arguments, using evidence and examples.</p> <p>Present ideas about the importance of people in a place of worship, rather than the place itself.</p>	<p>Examine the title question from different perspectives, including their own.</p>
<p>Key Vocabulary</p>	<p>Same Different Feelings</p>	<p>Believing God Worship</p>	<p>Sacred texts</p>	<p>God Belief Christianity</p>	<p>Hindu Commitment Community</p>	<p>Atheists</p>	

GAIN AND DEPLOY SKILLS

C2	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively.</p>	<p>To know that other children don't always enjoy the same things and are sensitive to this.</p> <p>To know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>Think about the wonders of the natural world, expressing ideas and feelings.</p>	<p>Respond to examples of co-operation between different people.</p>	<p>Find out about and respond with ideas to examples of co-operation between people who are different</p>	<p>Discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others.</p>	<p>Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others.</p> <p>Present their own ideas about the most important attitudes and values to have today, making links with Christian values.</p> <p>Discuss and present their own ideas about the value and challenge of religious commitment in Britain today.</p>	<p>Find out about what believers say about their places of worship.</p>	<p>Apply ideas about values and from scriptures to the title question.</p> <p>Apply ideas about what really matters in life for themselves, including ideas about fairness, freedom, truth, peace, in the light of their learning.</p>
<p>Key Vocabulary</p>	<p>Same Different</p>			<p>Faith Belief</p>	<p>Values Commitment</p>	<p>Worship Church Mosque</p>	<p>Scriptures Freedom Peace</p>

GAIN AND DEPLOY SKILLS

C3	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Articulate beliefs, values and commitments clearly in order to explain reasons why they may be important in their own and other people's lives.</p>	<p>To know that other children don't always enjoy the same things and are sensitive to this.</p> <p>To know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>Express ideas about how to look after animals and plants.</p> <p>Talk about what people do to mess up the world and what they do to look after it.</p>	<p>Talk about issues of good and bad, right and wrong arising from the stories.</p>	<p>Talk about issues of good and bad, right and wrong arising from the stories.</p>	<p>Discuss their own and others' ideas about why humans do bad things and how people try to put things right</p> <p>Find out at least two teachings from religions about how to live a good life.</p>	<p>Suggest some ideas about good ways to treat others, arising from their learning.</p> <p>Discuss their own and others' ideas about how people decide right and wrong.</p> <p>Express ideas about right and wrong, good and bad for themselves, including ideas about love, forgiveness, honesty, kindness and generosity.</p>	<p>Discuss their own ideas about the importance of values to live by, comparing them to Christian ideas.</p> <p>Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today.</p> <p>Investigate and explain the challenges of following Jesus' teaching about love, forgiveness, justice and/or generosity, expressing their own ideas.</p>	<p>Find out about religious teachings, charities and ways of expressing generosity.</p> <p>Express their own ideas about some big moral concepts, such as fairness, honesty etc., comparing them with the ideas of others they have studied.</p>
Key Vocabulary	Same Different World	Good Bad Right Wrong	Good Bad Right Wrong	Right Wrong Decisions	Forgiveness Kindness Generosity	Values Moral dilemma	Morals Generosity