



EYFS Progression

EYFS Key Vocabulary: Christianity

Christian Bible Jesus church vicar cross Christmas Harvest

EYFS Key Vocabulary: Sanatana Dharma (Hinduism)

Mandir pandit (priest) Hindu Ramayana (Rama and Sita) murti Diwali rangoli patterns

EYFS Key Vocabulary: Islam

Qur'an, Muhammad (pbuh - peace be upon him) Islam, Muslim, mosque, imam, prayer, mat, Eid

EYFS Key Vocabulary: Non-religious worldviews

belonging right and wrong holy belief religion

TERMS	Theology	Philosophy	Social Science
<p><b>Autumn 1:</b>  <b>Special people/special things</b>                      This unit builds on children's understanding of themselves as 'special' people. The aim of the unit is to explore the child's self-concept, enabling and appreciation of their uniqueness as a human being. Promoting a positive attitude to children's identity and used alongside work on naming ceremonies from a range of world faiths. This unit will also explore people who are important to us at home, in school, in the community and what they do and the clothes they wear. Jesus, Vicar, pandit (priest), Muhammed (pbuh) imam, Guru Nanak Ji. Christian, Muslim, Hindu communities.</p>		<p>Explore what makes the children special such as their features and abilities. Think about whom they are special to, including family and friends. Introduce the children to a 'child of faith', using a persona doll, e-book or other resource.</p>	



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<p><b>Autumn 2:</b>  <b>Christmas (special times/special things)</b>          Considered through a <b>social sciences</b> and <b>theological</b> lens, this is a supplementary unit designed to help teachers ensure progression when exploring the festival of Christmas and other Festivals of Light across the Early Years Foundation Stage.</p>	<p>Explore how Christian and non-Christian families prepare for Christmas both at home and at church. They will use their senses to explore Christmas and find out about traditional festival celebrations across other religions (Diwali). Children will also retell the story of the Nativity through various mediums.</p>		<p>Explore how Christian and non-Christian families prepare for Christmas both at home and at church. They will use their senses to explore Christmas and find out about traditional festival celebrations across other religions (Diwali). Children will also retell the story of the Nativity through various mediums.</p>
<p><b>Spring 1:</b>  <b>Special books/special things</b>          Considered through a <b>social sciences</b> and <b>theological</b> lens, this unit builds on children's previous learning around special people, places, things and times. Throughout the unit, take opportunities to explore religious equipment and artefacts, either in real time or virtually; identify key features; and link to cross-curricular studies in the local community.</p>	<p>Children start this unit by talking about what makes a book or a thing special, linking personal knowledge to the concept of 'worship' and peoples beliefs in our Eastfield community/local area.</p>		<p>Children start this unit by talking about what makes a book or a thing special, linking personal knowledge to the concept of 'worship' and peoples beliefs in our Eastfield community/local area.</p>
<p><b>Spring 2:</b>  <b>Easter (special times/special things)</b>          Considered through a <b>social sciences</b> and <b>theological</b> lens, this is a supplementary unit designed to help teachers ensure progression when exploring the festival of Easter and other Spring festivals celebrated by other religions.</p>	<p>Explore how Christian and non-Christian families prepare for Easter both at home and at church. They will use their senses to explore Easter and find out about traditional festival celebrations across other religions (Ramadan/Eid). Children will also retell the Easter story through various mediums.</p>		<p>Explore how Christian and non-Christian families prepare for Easter both at home and at church. They will use their senses to explore Easter and find out about traditional festival celebrations across other religions (Ramadan/Eid). Children will also retell the Easter story through various mediums.</p>
<p><b>Summer :</b>  <b>Special places/special things</b>          This unit builds on children's understanding of places being 'special'. The aim of the unit is to explore and understand that some places are special to members of their community. Promoting a positive attitude to children's identity and used alongside work on places of worship from a range of world faiths. This unit will also allow children the opportunity to draw on their own experiences (Christian, Hindu and muslim communities). Throughout the unit take opportunities to visit places of worship, either in real time or virtually; identify key features and link to cross-curricular studies in the local community.</p>		<p>Children start this unit by talking about what makes a place or a thing special, linking personal knowledge to the concept of 'worship' and people's beliefs in our Eastfield community/area.</p>	



KS1 and KS2 progression

<p><b>YEAR 1:</b> Learning in Year 1 builds from EYFS, thinking about the uniqueness of the individual and what it means to belong. Children talk about what is important to them and others, valuing themselves and reflecting on their own feelings and experiences. They explore what it means to belong to a faith family, becoming a member and keeping the rules. Pupils learn about naming ceremonies, how and why people worship; connect symbols and artefacts and sacred texts to the appropriate faith and begin to learn about different beliefs about God and the world around them. Stories, artefacts and other religious materials are used to help pupils recognise that beliefs are expressed in a variety of ways; they are introduced to key religious concepts and begin to use specialist vocabulary. They begin to understand the importance and value of religion and belief to different people. Pupils ask relevant questions and develop a sense</p>	<p><b>Theology</b></p>	<p><b>Philosophy</b></p>	<p><b>Social Sciences</b></p>	<p><b>VOCABULARY</b></p>
	<p><b>Worship (1:2)</b> <i>Why worship?</i> Children start this unit by talking about what makes a place special, linking personal knowledge to the concept of 'worship' and places of worship in the community/local area. Considered through a <b>social sciences</b> and <b>theological</b> lens, this unit builds on children's previous learning around 'special' places and objects in EYFS. Throughout the unit, take opportunities to visit places of worship, either in real time or virtually; identify key features; and link to cross-curricular studies in the local community</p> <p><b>Christmas</b> <i>Why is the Christmas story 'good news' for Christians?</i> Considered through a <b>social sciences</b> and <b>theological</b> lens, this is a supplementary unit designed to help teachers</p>	<p><b>What a wonderful world (1:3)</b> <i>Why is the world special?</i> Considered through a <b>philosophical</b> lens, this unit builds on children's previous learning around 'special' places and provides opportunities for learning outside the classroom. Children will explore and appreciate the natural world; listen to Jewish/Christian and other worldviews about how the world came into being; discuss traditional and contemporary creation stories and consider ways in which we can all help care for the world. At the start of this unit, children begin to consider what creation is and explore what makes the world they live in so special to them.</p>	<p><b>Belonging (1:1)</b> <i>Who belongs?</i> Considered through a <b>social sciences</b> lens, this unit builds on and extends children's learning from the EYFS about the uniqueness of the individual focusing on what it means to belong and enquiring how a faith member has a sense of belonging to their faith. Present different kinds of family through story, persona dolls, puppets. Explore what it means to belong to a faith family, becoming a member and keeping the rules. Make use of stories from sacred texts and think about what believers can learn from them</p> <p><b>Christmas</b> <i>Why is the Christmas story 'good news' for Christians?</i> Considered through a <b>social sciences</b> and <b>theological</b> lens, this is a supplementary unit designed to help teachers ensure progression when exploring the festival of Christmas across Key Stage 1. As this unit builds on learning about festivals of light in the Foundation Stage, it may be useful to consider festivals of light from other faiths alongside Christmas. In Y1, children will consider how Christian and non-Christian families prepare for Christmas both at home and at church. They</p>	<p><b>1:1</b> religion, life values, rules, naming ceremonies, promises</p> <p><b>Christmas</b> Advent, Nativity, festival, celebration</p> <p><b>1:2</b> churches and other places of worship, features of the building, holy days</p> <p><b>Easter</b> festival, celebration, Lent, Holy Week, Shrove Tuesday, Ash Wednesday, Good Friday, Easter Day</p> <p><b>1:3</b> environment, climate, world, universe, precious, care</p>

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<p>of wonder about the world, using their imaginations.</p>	<p>ensure progression when exploring the festival of Christmas across Key Stage 1. As this unit builds on learning about festivals of light in the Foundation Stage, it may be useful to consider festivals of light from other faiths alongside Christmas. In Y1, children will consider how Christian and non-Christian families prepare for Christmas both at home and at church. They will use their senses to explore Christmas and find out about traditional festival celebrations. Children will also retell the story of the Nativity through various mediums.</p> <p><b>Easter</b> Considered through a <b>social sciences</b> and <b>theological</b> lens, this is a supplementary unit designed to help teachers ensure progression when exploring the festival of Easter across Key Stage 1. It may be useful to consider Spring festivals from other faiths alongside Easter. In Y1, children will consider how Christian and non-Christian families prepare for Easter both at home and at church. They will use their senses to explore Easter and find out about traditional festival celebrations. Children will also retell a simple version of the story of Easter through various mediums.</p>		<p>will use their senses to explore Christmas and find out about traditional festival celebrations. Children will also retell the story of the Nativity through various mediums.</p> <p><b>Easter</b> Considered through a <b>social sciences</b> and <b>theological</b> lens, this is a supplementary unit designed to help teachers ensure progression when exploring the festival of Easter across Key Stage 1. It may be useful to consider Spring festivals from other faiths alongside Easter. In Y1, children will consider how Christian and non-Christian families prepare for Easter both at home and at church. They will use their senses to explore Easter and find out about traditional festival celebrations. Children will also retell a simple version of the story of Easter through various mediums.</p>	
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<b>YEAR 2</b> Learning in Year 2 explores aspects of religion and belief in greater depth and introduces non-religious worldviews. Children will be able to explain what temptations there are in their own lives and how they make their own choices linking to British values. They will be introduced to key figures from Old and New Testaments, alongside stories from other religious traditions; focus on key beliefs demonstrated in the stories and the commitments that stem from those beliefs. Children will also be encouraged to develop and explore their own Big Questions about the world and how other things came about. Consider some of the answers faith members may offer and celebrate the idea that people may think differently and that it's OK to disagree.	<b>Theology</b>	<b>Philosophy</b>	<b>Social Sciences</b>	<b>VOCABULARY</b>
	<p><b>Lead us not into temptation (2:1)</b>  <i>Right or wrong?</i>                      Considered through a <b>philosophical</b>, <b>theological</b> and <b>social sciences</b> lens, this unit takes a multidisciplinary approach to exploring the concept of temptation and how people choose between right and wrong it contributes to personal development through aspects of SMSC and learning how we make personal choices. Stories from different religions illustrate the consequences of making right or wrong choices; pupils should identify similarities and the ways these stories are the basis of rules in society, leading to discussion about how we treat people and the value of the individual.  <b>N.B.</b> This unit builds on learning in Unit 1.3 <i>What a wonderful world</i> and draws upon a basic understanding of how individuals operate within a community such as at school                      First, children look at the meaning of the word 'temptation' and explore what it means to them. They consider the difference between right and wrong and reflect on how they might feel when they make right or wrong choices.                      Next children consider how feeling tempted does not make you a bad person – it just makes you human. They talk about how people decide what is right or wrong, explore how people make choices and explain some of the challenges of turning away from bad choices or actions. Finally children explore what faith stories say about the value of each individual.</p>	<p><b>Questions, questions (2:3)</b>  <i>What are the big questions?</i>                      Considered through a <b>philosophical</b> and a <b>theological</b> lens, this unit encourages children to develop and explore their own Big Questions about how the world and other things came about. They consider some of the answers faith members may offer and celebrate the idea that people may think differently and that it's OK to disagree. Children will have the opportunity to consider what matters to them which involve questions of meaning, purpose and truth. Strategies such as philosophy for children (P4C), godly play and guided visualisations may help children raise their own questions and offer possible answers.                      First children look at what questions are and what constitute a 'small' question and a 'big' question. Children think of their own questions and consider those asked of them. Children think about how the world was created, exploring non-religious and religious answers to the big question. Next children explore Gods in different faith groups. Children consider what faith members believe is 'God' and where faith members believe God is. Children explore where faith members and non-faith members find the answers to life's big questions.</p>	<p><b>Christmas</b>  <i>Why is the Christmas story 'good news' for Christians?</i>                      Considered through a <b>social sciences</b> and <b>theological</b> lens, this is a supplementary unit designed to help teachers ensure progression when exploring the festival of Christmas across Key Stage 1.                      As this unit builds on learning about festivals of light in the Foundation Stage, it may be useful to consider festivals of light from other faiths alongside Christmas. In Y2, children will consider why the Christmas story is 'good news' for Christians. They will explore the meaning of 'incarnation' and discuss what is the 'good news' of Christmas for everyone.</p> <p><b>Easter</b>                      Considered through a <b>social sciences</b> and <b>theological</b> lens, this is a supplementary unit designed to help teachers ensure progression when exploring the festival of Easter across Key Stage 1. It may be useful to consider Spring festivals from other faiths alongside Easter. In Y2, children will consider how the Easter story is depicted in different forms.</p>	<p><b>2:1</b>                      consequence, good, evil, fairness, moral choices, Adam and Eve, temptation</p> <p><b>Christmas</b>                      Advent, Nativity, festival, celebration</p> <p><b>2:2</b>                      named characters and artefacts from chosen faiths, prayer</p> <p><b>Easter</b>                      festival, celebration, Lent, Holy Week, Shrove Tuesday, Ash Wednesday, Good Friday, Easter Day</p>



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	<p>They consider special rules and values that religious people follow and make links between religious rules and values for living.</p> <p><b>Believing (2:2)</b> <i>What is true?</i></p> <p>Considered through a <b>theological</b> lens, this unit builds on children’s learning in Unit 1.1 Belonging and takes a theological focus about how beliefs are expressed. Children will be introduced to key figures from Old and New Testaments alongside stories from other religious traditions. Here they will focus on key beliefs demonstrated in the stories and the commitments that stem from those beliefs. First, children begin to consider what belief is and explore what they believe in and whether their beliefs and values align with their peers. They learn to recognise that there are different worldviews. Next, children will investigate the beliefs and values of Christian faith members, beliefs and values of one other religion and/or other non-religious worldviews. They will also explore how and why a piece of writing from a sacred text may be important to a believer. Finally the children will think about how faith and non-faith members show their belief through commitment to a cause. They will explore commitments made by contemporary people who may/not be influenced by a specific faith and discuss why we should respect the beliefs of others.</p>	<p>The last two sessions looks at the world we live in today and consider why bad things happen and how and why we must look after the world.</p>	<p>They will explore the sequence of events in the Easter story and different retellings of the story.</p>	<p>2:3 universe, cycle of life</p>
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<b>YEAR 3</b> Learning in Year 3 builds from prior knowledge, skills and understanding developed in KS1, particularly Unit 1.3 'Worship.' Children will explore actions and rituals associated with festivals, celebrations and times of remembering. Consider how symbols and artefacts may be used to express what is remembered. They will investigate the lives of key figures who may be described as founders of their faiths, such as Jesus, St Paul, Muhammad (pbuh), Guru Nanak, Baha'u'llah, Abraham. Children will consider some key beliefs and how faith members follow the teachings of those founders. They will make links with a local place of worship and contrast with a place of worship from a different faith. Through engaging in a range of experiences, such as workshops and visits, children will understand what makes a place sacred and to whom; how the place is used to mark the milestones of life.	<b>Theology</b>		<b>Social Sciences</b>	<b>VOCABULARY</b>
	<p><b>Christmas</b>  <i>What are the special symbols of the Christmas story?</i>                      The focus for <b>Year 3</b> is on Mary, mother of Jesus.                      In Y3, children will consider why Mary is such an important part of the Christmas story and will explore what gospel writers say about Mary's actions and feelings prior to Jesus' birth. Children will develop an understanding of the story of Epiphany and investigate when and how Epiphany is celebrated in different countries.</p> <p><b>Founders of faith (3:2)</b>  <i>Who what and when?</i>                      Considered through a <b>theological</b> lens, this unit investigates the lives of two key figures who may be described as founders of their faiths, such as Jesus, St Paul, Mohammad (pbuh), Guru Nanak, Baha'u'llah, the Buddha and Abraham. Children will consider some key beliefs and how faith members follow the teachings of those founders. First children will discuss the characteristics of a good leader. We will then learn about the key religious figures for Christianity, muslim and Sikhism and the key events in their lives. Next, children will understand what faith founders believe and do and their relevance for believers today. Finally, children will learn about holy books and how they are important for faith members. Children will consider the impact of a person's faith and faith founders' teachings on wider society.</p>		<p><b>Remembering (3:1)</b>  <i>Why remember?</i>                      Considered through a <b>social science</b> and a <b>theological</b> lens, this unit builds on work from Unit 1.2 <i>Worship</i> and provides opportunity to use a Social Science lens to explore remembrance in the context of some important religious and secular festivals; include Remembrance Day and festivals which remember or commemorate people or events in the past. Use the lens of theology to interpret the stories behind religious festivals. Explore actions and rituals associated with festivals, celebrations and times of remembering. Consider how symbols and artefacts may be used to express what is remembered. First, children look at what it means to 'remember' and the special times they remember and have celebrated in their lives. Children will explore and understand different religious and non-religious festivals of remembering, and how these can be happy or sombre celebrations. Children will compare different religious and non-religious funerals and celebrations of life by looking at symbols and artefacts. Next, children will learn about the importance of forgiveness and reconciliation. They will consider when and how they have shown forgiveness in their own lives, and the impact this can have. They will think about how people from different religions and beliefs show</p>	<p><b>3:1</b>                      religion, celebrate, festival, service, ceremony, ritual, remembrance, belonging, forgive, joyous, sombre, symbols, funeral</p> <p><b>Christmas</b>                      nativity, festival, celebration, Messiah, annunciation, Epiphany, wise men</p> <p><b>3:2</b>                      founder, leader, teaching, values</p> <p><b>Easter</b>                      Holy Week, Last Supper, Holy Communion, Maundy</p>



	<p><b>Easter</b>  <i>What is the significance of the cross for Christians at Easter?</i>                  Considered through a <b>theological</b> and a <b>social sciences</b> lens, this is a supplementary unit designed to help teachers ensure progression when exploring the festival of Easter across lower KS2. It gives opportunity to explore and develop the concepts of salvation and gospel. The focus for Year 3 is on how Christians remember the events of Holy Week. In Y3, children will consider why Holy Week is such an important part of the Easter story and explore the significance of events which took place on Palm Sunday, at the Last Supper and in the Garden of Gethsemane.</p>	<p>forgiveness, and whether being a person of faith can help you to forgive.</p> <p><b>Sacred places (3:3)</b>  <i>What is sacred?</i>                  Considered through a <b>theological</b> and <b>social sciences</b> lens, this unit builds on work in Unit 1.3 Worship and provides opportunities to observe worship in more than one faith, focusing on its significance for faith members. Make links with a local place of worship and contrast with a place of worship from a different faith. Consider the ways people celebrate milestones of life such as marriage in a sacred place. Find out how tradition and ceremony is part of the life of a religious community.                  First, children recall sacred places they have learnt about previously. Children begin to understand similarities and differences between sacred places for different religions. They will consider how sacred places can benefit the whole community.                  Next, children will begin to understand how people behave in sacred places, and the rituals which happen there. They will compare rituals in sacred places for different religions. Children will learn about pilgrimages for people of different faiths and their significance.                  Finally, children will begin to look in more depth at the symbols and artefacts found in sacred places. They will find out the meaning behind these and their significance in rites of passage for people of faith. They will learn about significant milestones in a faith members life and understand why these may be celebrated in sacred places.</p>	<p>Thursday, Good Friday, crucifixion</p> <p><b>3:3</b>                  sacred places, ceremony, symbols, artefacts, milestones of life – marriage</p>
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YEAR 4	Theology	Philosophy	Social Sciences	VOCABULARY
<p>Learning in Year 4 provides an opportunity for pupils to find out more about their locality and their local community, to explore the diversity of religion found within and to study a religious community in depth. They will meet with different people and members of different faiths to investigate their beliefs and values and the impact on community life, and encouraged to ask questions about living in a multicultural society. Children will begin to recognise how religion has motivated people to dedicate themselves to worthwhile causes and the actions they have taken. They will understand some of the global challenges for mankind in caring for the world and be able to explain the concept of stewardship for different faiths. Throughout each unit of learning, there will be multiple opportunities to adopt a cross-curricular approach to teaching and learning, particularly in terms of researching local history, geography and the concept of citizenship.</p>	<p><b>Easter</b> <i>What is the significance of the cross for Christians at Easter?</i></p> <p>Considered through a <b>theological</b> and a <b>social sciences</b> lens, this is a supplementary unit designed to help teachers ensure progression when exploring the festival of Easter across lower Key Stage 2. It gives opportunity to explore and develop the concepts of Salvation and Gospel. The focus for Year 4 is the different ways in which the cross conveys the importance and message of Easter.</p> <p>In Y4, children will consider different ways in which the cross conveys the importance and message of Easter. Children will explore key events associated with Holy Week, comparing Jesus' entry into Jerusalem on Palm Sunday with washing the disciples' feet on Maundy Thursday before considering how the crucifixion might offer salvation to Christians.</p>	<p><b>Our world (4:3)</b> <i>Who cares?</i></p> <p>Considered through a <b>philosophical</b> and a <b>theological</b> lens, this unit builds upon understanding and appreciating the natural world. It focuses on the uniqueness of the Earth as Our World – a planet that everyone has a duty to respect and conserve. Throughout this unit, children explore how various faiths explain some of life's big and difficult to answer questions about God, creation and humankind's responsibilities towards the Earth. Children start this unit by discussing the origins of the universe, before moving on to consider the meaning of 'creation'.</p> <p>Next, children will debate the ultimate question: <i>Who is God?</i> They will then consider if the Earth is sacred and how the concept of a Creator God may influence believers' lives.</p> <p>In the final section of this unit, children will start by discussing the term stewardship and how this concept links to taking care of the Earth. Drawing on key information in a range of holy books, it will then move onto care for animals and showing respect for the world. Children will finally investigate the challenges of living in a disposable world and explore how to be a Zero Hero.</p>	<p><b>Communities (4:1)</b> <i>Where is religion?</i></p> <p>Considered through a <b>social sciences</b> lens, this unit provides opportunity for pupils to find out more about their locality and their local community, to explore the diversity of religion found within, and to study a religious community in depth. It will be helpful to meet with different people, and members of different faiths, to investigate the impact of their beliefs and values on community life. It may be appropriate to make links to learning about local history and geography. Questions should be asked about living in a multicultural society. First, children look at the word belonging. They consider groups they belong to and how members of faith families have a sense of belonging including artefacts, rituals and rites of passage. Next, children explore how members of faith families put their beliefs into practice, how it gives them a sense of belonging and where they get their values from. Children continue to explore how faith families put their beliefs into practice by considering and exploring the promises people make and the rituals and symbolism involved in celebrating and supporting marriage within faith communities. Finally, children explore key values and rules that faith communities follow using holy books and stories told. Consider how these influence beliefs and provide rules for living.</p> <p><b>Christmas</b> <i>What are the special symbols of the Christmas story?</i></p>	<p><b>4:1</b> religion, identity, values, multicultural, diversity</p> <p><b>Christmas</b> nativity, festival, celebration, Messiah, annunciation, Epiphany, wise men</p> <p><b>4:2</b> saint, inspiration, sacrifice, a <i>cause</i>, altruism, justice and freedom</p> <p><b>Easter</b> Holy Week, Last Supper, Holy Communion, Maundy</p>

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			<p>Considered through <b>theological</b> and a <b>social sciences</b> lens, this is a supplementary unit designed to help teachers ensure progression when exploring the festival of Christmas across Key Stage 2. It gives opportunity to explore and develop the concepts of Incarnation, God and Gospel. The focus for <b>Year 4</b> is on the symbolism of light. It may be useful to consider festivals of light from other faiths alongside Christmas. In Y4, children will consider light as an important symbol and connect this to light as an important symbol of Christmas. Children will discuss why Christians describe Jesus as the 'light of the world' and explore how light is used in festivals.</p> <p style="text-align: center;"><b>People who inspire us (4:2)</b> <b>What makes a saint?</b></p> <p>Considered through a <b>social sciences</b> lens, this unit explores the concept of commitment through a social sciences lens and provides opportunity to explore lives of people who have been inspired by religion to perform heroic deeds or dedicate their lives to a cause. Within the unit there are opportunities to also explore local saints and heroes, making links with aspects of history and citizenship. First, children consider the qualities and processes that make a saint, how saints are recognised in the local area, why they are significant and how symbols are used to remember saints. Next, children explore people of faith and how they put their beliefs into practise by the commitment they show to their faith. Finally, children continue to explore heroes and saints and consider what influences and inspires people to commit to a cause and consider how their actions can change lives for the better.</p>	<p>Thursday, Good Friday, crucifixion</p> <p><b>4:3</b> stewardship, khalifah, environment, ecology, habitat, Climate Action, Eco Warriors, Friends of the Earth, Extinction Rebellion, Greenpeace, Eco Schools, Eco Churches</p>
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YEAR 5	Theology	Philosophy	Social Sciences	VOCABULARY
<p>Learning in Year 5 explores religious expression in all its diversity, considering different ways of expressing belief through a range of creative media and in their actions. They explore the meanings of symbols and activities expressing belief. Children will be given an opportunity to explore in greater depth the impact of the teaching of faith founders and other religious figures and the influence they had - and continue to have - today. In addition, they will contrast the ideas and influence of significant people who hold non-religious worldviews. Children will also develop an understanding of the purpose of making pilgrimage, what happens during pilgrimage and its impact.</p>	<p><b>Faith in action (5:2)</b> <i>What are the challenges?</i> Considered through a <b>theological</b> lens, this unit explores in greater depth the impact of the teaching of faith founders and other religious figures and the influence they had – and continue to have – today. In addition, children will have opportunity to contrast the ideas and influence of significant people who hold non-religious worldviews. There are also elements of personal development covered in this unit. Children think about where beliefs come from and consider their own beliefs. Children then consider how this will be the same or may differ for a person of faith. Begin to consider the role that influencers have in shaping these beliefs. Children to build on their prior knowledge of the faith founders and consider what the key beliefs are within their focus religions that are still practiced across the world today. To then explore any similarities and difference between religious concepts. Explore understanding of faith in action further through looking at how charity work can help communities through following religious teachings. They then consider how religion can help shape vocations for a person of faith.</p> <p><b>Easter</b> <i>What is the message of Easter to the world for today?</i></p>		<p><b>Expressions (5:1)</b> <i>How is belief expressed?</i> Considered through a <b>social sciences</b> lens, this unit investigates religious expression in all its diversity, considering different ways of expressing belief through range of creative media and in their actions. They explore the meaning of symbols and activities expressing belief. Children begin to look at how people express themselves through objects and symbols and explore what symbols and objects have meaning within their own lives. They consider how these symbols and objects allow people to feel part of a community, especially a faith member. Children look further into religious expressions within faith communities through looking at concrete objects such as religious buildings and artefacts. Begin to consider the similarities and differences of these across different faiths and denominations. Children think of more abstract expressions of faith, exploring the sensory elements in chosen faiths. Begin to consider the values that believers hold and relate these to own experiences.</p> <p><b>Christmas</b> <i>Is Christmas only for Christians?</i> Considered through <b>theological</b> and a <b>social sciences</b> lens, this is a supplementary unit designed to help teachers ensure progression when exploring the festival of Christmas across Key Stage 2. It continues to explore the concepts of Incarnation, God and Messiah. Revisit different</p>	<p><b>5:1</b> expression, spiritual, environment, identity, individual, symbol</p> <p><b>Christmas</b> gospel, Prince of Peace, prophecy</p> <p><b>5:2</b> teaching and key concepts for each religion, vocation, inspiration, influence</p> <p><b>Easter</b></p>

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	<p>Considered through a <b>theological</b> and a <b>social sciences</b> lens, this is a supplementary unit designed to help teachers ensure progression when exploring the festival of Easter across upper Key Stage 2. It continues to explore and develop the concepts of salvation and gospel. The focus for <b>Year 5</b> is on the resurrection. In Y5, children will explore a number of Lenten actions and consider the symbolism of Ash Wednesday. They will investigate how the Jewish festival of Pesach fits with the story of Easter before considering the resurrection and the impact on Jesus' disciples</p> <p><b>Pilgrimage (5:3)</b>  <i>Why pilgrimage?</i>                  This unit starts by developing an understanding of 'pilgrimage' before moving on to exploring sacred sites of pilgrimage for members of religious and non-religious beliefs                  Next, children will consider the difference between a pilgrim and a tourist before moving on to investigate how a pilgrim prepares for a pilgrimage                  Finally, children will consider what a pilgrim might do and how they might feel at different points on a pilgrimage before discussing what pilgrimage means to a believe</p>		<p>gospel accounts of the nativity story and consider the different perspectives of the key characters. Check what Old Testament prophecies say about the coming of the Messiah. The focus for <b>Year 5</b> is Peace. In Y5, children will consider what peace means and how this concept links to Jesus. They will investigate how the message of Christmas is celebrated around the world and explore festivals of peace that are celebrated throughout the year.</p>	<p>Ash Wednesday, Lent, fasting, sacrifice, resurrection, Ascension, Pentecost, repentance, forgiveness of sins, redemption, Good News</p> <p><b>5:3</b>                  festivals, rituals, journeys, sacred, pilgrim</p>
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<b>YEAR 6</b> Learning in Year 6 provides opportunities for children to explore and explain the concepts of justice and freedom; to consider how justice is significant in stories from religions and in secular life; to consider what religions teach about forgiveness and how reconciliation may take place. They will explore the concept of religious identity through the way people live and practise their beliefs. There is a focus on how rites of passage give shape to a person's identity and will sensitively consider the ways in which these milestones impact on families and the wider community, particularly in relation to end of life issues. Children will investigate different ideas about God and humanity and ask ultimate questions from different perspectives.	<b>Theology</b>	<b>Philosophy</b>	<b>Social Sciences</b>	<b>VOCABULARY</b>
	<p style="text-align: center;"><b>Christmas</b> <i>Is Christmas only for Christians?</i></p> <p>Considered through <b>theological</b> and a <b>social sciences</b> lens, this is a supplementary unit designed to help teachers ensure progression when exploring the festival of Christmas across Key Stage 2. It continues to explore the concepts of Incarnation, God and Messiah. Revisit different gospel accounts of the nativity story and consider the different perspectives of the key characters. Check what Old Testament prophecies say about the coming of the Messiah. For <b>Year 6</b> the focus is on diverse and global celebrations. It may be useful to consider festivals of light from other faith festivals alongside Christmas. In Y6, children will consider differing gospel accounts of the Christmas story, including other stories developed from the gospels such as:</p>	<p style="text-align: center;"><b>Justice and Freedom (6:1)</b> <i>Is it fair?</i></p> <p>Considered through a <b>philosophical</b> and a <b>theological</b> lens, this unit provides opportunities for pupils to explore and explain the concepts of justice and freedom; to consider how justice is significant in stories from religions and in secular life; to consider what religions teach about forgiveness and how reconciliation may take place. This unit has strong links with citizenship, British values and personal and spiritual development. First, children look at the meaning of the word 'freedom' and what freedom means to them. They consider their own freedoms and explore the notion of freedom of actions, analysing the meaning of freedom, using examples from both faith stories and believers today. Next, children develop understanding of freedom by exploring the concept of 'justice'. They will show and understanding of the beliefs and feelings of faith member who experienced injustice and share hopes and dreams for a just world. Finally, children look at the meaning of the words 'forgiveness' and 'reconciliation'. Children think about how religious teachings impact a believer's actions in relation to forgiveness. Looks at examples of conflicts in the words and how these can be resolved. Explore how reconciliation can impact on community harmony and appreciate the power of this on the world.</p>	<p style="text-align: center;"><b>Living a Faith (6:2)</b> <i>What is identity?</i></p> <p>Considered through a <b>social sciences</b> lens, this unit explores the concept of religious identity through the way people live and practise their beliefs. There is a focus on how rites of passage (may include death and bereavement) give shape to a person's identity. Consider the ways in which these milestones impact on families and the wider community. First, children will look at the meaning of 'identity' and what contributes to a sense of identity and belonging. They consider their own identity before applying understanding to how faith members form their identities both individually and as part of their wider faith community. Children will also begin to develop their understanding of distinguishing between religion and spirituality. Next, children will apply their understanding of identity to different milestones in life and how they also form identity along with our names, interests and the physical features we can see.</p> <p style="text-align: center;"><b>Easter</b> <i>What is the message of Easter to the world for today?</i></p> <p>Considered through a <b>theological</b> and a <b>social sciences</b> lens, this is a supplementary unit designed to help teachers ensure progression when exploring the festival of Easter across upper Key Stage 2.</p>	<p><b>6:1</b> forgiveness, reconciliation, harmony, moral, ethical, parable</p> <p><b>Christmas</b> gospel, Prince of Peace, prophecy</p> <p><b>6:2</b> belonging, rites of passage – confirmation, Bar/Bat Mitzvah, ritual, celebrations, expression</p> <p><b>Easter</b> Ash Wednesday, Lent, fasting, sacrifice, resurrection, Ascension, Pentecost, repentance, forgiveness of sins, redemption, Good News</p>

## Eastfield Primary School RE Progression



	<p>The Fourth Wise Man, Papa Panov and Babushka. Similarities between key aspects of festivals celebrated by different faiths will also be explored</p>	<p><b>Hopes and visions (6:3)</b>  <b>What is life about?</b>                  Considered through a <b>philosophical</b> and a <b>theological</b> lens, this unit provides opportunities for pupils to consider the significance and impact of some key teachings, and the ways in which they have shaped believers' responses to ultimate questions. Using some strategies to enable pupils to identify differences between ultimate and non-ultimate questions. The first two sessions of this unit will be based on the pupils' individual opinions from their upbringing, background and belief systems. Children will debate and discuss respectfully. They will then explain in depth about different faiths' views of God and make comparisons.                  Next, children discuss the purpose of life and related ultimate questions considering both Humanist and religious perspectives. They will consider purpose of life, considering both religious and non-religious views. Following on from a series of lessons based on the purpose of life and existence and how to live positive, purposeful lives, children will explore the ideas of an afterlife or if life just literally ends when you die. Children will reflect on who they are as an individual and building upon knowledge gained throughout this unit, reflect on their hopes and visions for the world, drawing on rules for living and hopes for the future</p>	<p>It continues to explore and develop the concepts of salvation and gospel. The focus for <b>Year 6</b> is the message of Easter for today. In Y6, children will consider religious and secular interpretations of Easter and explore aspects of the Easter story from different perspectives.</p>	<p><b>6:3</b>                  purpose, meaning of life, mission, ambition, hope</p>
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