



RE Progression Document



Life Skills

Opportunities

Aspirations

Lumbertubs Primary School

Religious Education Progression Document

To master
questioning

To describe different
religious places and
artefacts

To investigate
knowledge of
themselves

To understand
different religious
practices

To reflect – making
links with religions
and themselves

To explore different
religions, beliefs,
spiritual leaders

Our aim is to explore, engage and reflect in all our RE lessons. Each child learns how to explore: Hinduism, Sikhism, Islam, Jewish, Buddhism, Humanism, as well as Christianity in full. Making the RE lessons exciting, cross- curriculum, colourful, hands on and interesting for all will ensure every child is engaged, while having opportunities to Reflect on themselves, other religions, non-religions and with the wider community.

Our links with the wider community, religious visitors and trips to holy buildings are excellent which enriches their knowledge even further within each religion.

We, as a whole school, get involved with charity work and have launched the “Lumbertubs Charity Project” linked with “Children’s United Charity” fundraising for a nursery school in India by collecting stamps, collecting 1p’s, 2p’s coins and other fun ideas.

The children are very much encouraged to bring in their own religious Holy Artefacts to show their class and be entered into the “at home artefact book” for the whole school to enjoy.

As a whole school, we have an array of RE assemblies throughout the year too, either with religious visitors or children showing what they have learnt within RE lessons. Whole RE school displays are done once a year where all children participate in planning, designing, making and displaying their own religious model.

Accordance with the Northampton RE scheme of work 2018-2023 all children are assessed using the AT1 and AT2 targets. We are very pleased to have achieved the Bronze RE Quality Mark Award.



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Aims:	Knowledge of the wider world	Knowledge of different religions: their beliefs, practices, artefacts & places	Knowledge of the roles of spirituals leaders	Knowledge of themselves	Questioning & reflect: making links with religions & themselves
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Milestones:	Nursey & Reception	Yr 1 & Yr 2	Yr 3 & Yr 4	Yr 5 & Yr 6
To understand beliefs and teachings: the key teachings of various religions.	Recognise some religious yearly celebrations.	- Describe some of the teachings of a religion. - Describe some of the main festivals or celebrations of a religion.	- Present the key teachings and beliefs of a religion. - Refer to religious figures and holy books to explain answers.	- Explain how some teachings and beliefs are shared between religions. - Explain how religious beliefs shape the lives of individuals and communities
To understand practices and lifestyles: the day to day lives and practices of various religions.	Describe some religious yearly celebrations.	Recognise, name and describe some religious artefacts, places and practices.	- Identify religious artefacts and explain how and why they are used. - Describe religious buildings and explain how they are used. - Explain some of the religious practices of both clerics and individuals.	- Explain the practices and lifestyles involved in belonging to a faith community. - Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles - Show an understanding of the role of a spiritual leader.
To understand how beliefs are conveyed: how books, scriptures, readings and other important means of communication are used to convey beliefs.	understand the meaning of some religious celebrations	- Name some religious symbols. - Explain the meaning of some religious symbols.	Identify religious symbolism in literature and the arts.	Explain some of the different ways that individuals show their beliefs.
To reflect: This concept involves an appreciation of how religion plays an important role in the lives of some people.	Ask questions about religious celebrations and their own celebrations.	- Identify the things that are important in their own lives and compare these to religious beliefs. - Relate emotions to some of the experiences of religious figures studied. - Ask questions about puzzling aspects of life.	- Show an understanding that personal experiences and feelings influence attitudes and actions. - Give some reasons why religious figures may have acted as they did. - Ask questions that have no universally agreed answers.	- Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings. - Explain their own ideas about the answers to ultimate questions. - Explain why their own answers to ultimate questions may differ from those of others.



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To understand values: This concept involves an appreciation of how many people place values as an important aspect of their lives.	• Understand what actions are. • Understand how actions affect others.	• Identify how they have to make their own choices in life. • Explain how actions affect others. • Show an understanding of the term ‘morals.	• Explain how beliefs about right and wrong affect people’s behaviour. • Describe how some of the values held by communities or individuals affect behaviour and actions. • Discuss and give opinions on stories involving moral dilemmas.	• Explain why different religious communities or individuals may have a different view of what is right and wrong. • Show an awareness of morals and right and wrong beyond rules (i.e. wanting to act in a certain way despite rules). • Express their own values and remain respectful of those with different values.			
Progression:	½ Terms:	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
Mind map Religious Questions Religious Vocabulary Holy symbol Founder Holy country started Creation story Holy book	1	Christianity	Jewish	Sikhism	Islam	Hinduism	Buddhism
Holy people of importance Rules -Peace Values - peace Holy building Holy prayers, worship Holy Artefacts	2						
Trip Visitor Holy clothes Holy music Holy celebrations Holy food Holy cooking	3						
Holy data Holy Own researching Holy experiment Religious quiz Mind map	4						
True meaning of Diwali	November	Sikhism & Hinduism	Sikhism & Hinduism	Sikhism & Hinduism	Sikhism&Hinduism	Sikhism & Hinduism	Sikhism & Hinduism
True meaning of Christmas	December	Christianity Jewish	Christianity Jewish	Christianity Jewish	Christianity Jewish	Christianity Jewish	Christianity Jewish
True meaning of Hanukkah	February	Christianity	Christianity	Christianity	Christianity	Christianity	Christianity
True meaning of St. Valentine’s Day							



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Holi festival	March	Hinduism		Hinduism	Hinduism	Hinduism	Hinduism
True meaning of Easter	April	Christianity Jewish		Christianity Jewish	Christianity Jewish	Christianity Jewish	Christianity Jewish
True meaning of Passover							
Buddha’s Day	May	Buddhism		Buddhism	Buddhism	Buddhism	Buddhism
Ramadan and Eid	June	Islam		Islam	Islam	Islam	Islam
Comparing ALL and YOU!	5 & 6	Questions All Holy symbols All Religious people All who prays to who All Holy Artefacts Henna patterns All Holy stories Reflection with candles	Questions All Holy symbols All Holy Buildings All Holy Books All Holy clothes	Questions All Holy symbols All Holy celebrations people Holy researching buildings	Peace Questions All Holy symbols values & actions places – Holy Music – Holy music Statues – Holy statues Messages Prizes People	Humanism Questions All Holy symbols musical Holy country started What is it? Values, rules, peace Famous people Holy celebrations Holy website – BHA Own views from Researching	Questions All Holy symbols Holy story – Q, B, T meaning of dreams Emotions All Holy creation stories whose world is it? Reincarnation- afterlife All religions comparing Own researching
	½ Terms:	Nursery and Reception					
Different yearly Religious celebrations and festivals: Special books & stories in religions Celebrating special times Holy artefacts used Actions people use Belonging Show own ideas Own opinions Own questions	1	Harvest Festival – Christianity & others – charity			Diwali – Hinduism & Sikhism		
	2	Christmas – Christianity			Hanukkah – Jewish		
	3	Chinese New Year			ST. Valentine’s Day – Christianity		
	4	Mother’s Day celebration			Easter – Christianity		
	5	Father’s Day celebration			Buddha’s day – Buddhism		
	6	Ramadan and Eid – Islam			Where do we belong, families, communities, ourselves		



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Essential Characteristics: Explore Engage Reflect	• An outstanding level of religious understanding and knowledge. • A thorough engagement with a range of ultimate questions about the meaning and significance of existence. • The ability to ask significant and highly reflective questions about religion and demonstrate an excellent understanding of issues related to the nature, truth and value of religion. • A strong understanding of how the beliefs, values, practices and ways of life within any religion cohere together. • Exceptional independence; the ability to think for themselves and take the initiative in, for example, asking questions, carrying out investigations, evaluating ideas and working constructively with others. • Significant levels of originality, imagination or creativity, which are shown in their responses to their learning in RE. • The ability to link the study of religion and belief to personal reflections on meaning and purpose. • A wide knowledge and deep understanding across a wide range of religions and beliefs. • Christianity has to be 50% of curriculum. • Humanism now has to taught.
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RE ASSESSMENT TARGETS STATEMENTS:	Nursery & Reception	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6
AT1 Learning about religion and belief	1A. Begin to name different religious yearly celebrations. 1B Hear some of the religious stories behind each yearly celebration. 1C Begin to use key vocabulary related to religious yearly celebrations. 1D Explore religious artefacts from different yearly celebrations.	1A. Begin to name different beliefs and practices of Christianity and at least one other religion. 1B to respond & order some of the religious & moral stories from the bible & at least one other religious text, special book or religion other than Christianity. 1C Show how different people celebrate aspects of religion 1D Pupils are familiar with key words & vocabulary related to Christianity & may be at least one other religion	1A Name different beliefs and practices of Christianity and at least one other religion & begin to look for similarities between religions 1B Retell some of the religious & moral stories from the bible & at least one other religious text, special books 1C Begin to understand what it looks like to be a person of faith 1D Pupils begin to use key words & vocabulary related to Christianity & may be at least one other religion	1A Recall the different beliefs and practices of Christianity and at least one other religion 1B Retell some of the religious & moral stories from at least three other religious text and books 1C Understand what it looks like to be a person of faith 1D Use key words & vocabulary related to Christianity & at least one other religion	1A Recall in detail and use the correct Vocabulary in regard to the different beliefs and practices of different religions 1B Begin to compare the similarities from at least three other religious text and books 1C To begin to understand the diversity of belief in different religions, nationally & globally 1D Begin to compare directly different responses to ethical questions looking at a range of different religions	1A Begin to make connections between different beliefs and practices of all religions 1B Begin to compare stories, beliefs & practices from different religions including differences and similarities 1C To understand & begin to evaluate the diversity of belief in different religions, nationally & globally 1D Articulate and begin to apply the different responses to ethical questions from a range of different religions	1A Make connections between different beliefs and practices of all religions 1B Make links & compare stories, beliefs & practices from different religions including differences and similarities 1C to understand & begin to evaluate the diversity of belief in different religions, nationally & globally 1D Articulate and apply the different responses to ethical questions from a range of different religions
AT2 Learning from religion and belief	2A. Begin to ask questions about different beliefs yearly celebrations. 2B Notice how actions affect others. 2C Begin to show own ideas in any creative way. 2D Express own opinions about yearly religious celebrations.	2A Begin to talk about and find meanings behind different beliefs and practices. 2B Begin to suggest meanings of some religious & moral stories 2C Either ask or respond to questions about what individuals & faith communities do 2D Express their own ideas creatively	2A Talk about and find meanings behind different beliefs and practices. 2B suggest meanings of some religious & moral stories 2C Ask or respond to questions about what individuals & faith communities do 2D Express their own ideas, opinions & talk about their work creatively using a range of different medium	2A Suggest and find meanings behind different beliefs and practices. 2B suggest meanings of some religious & moral stories and suggest how these relate to right & wrong 2C Ask or respond to questions about what individuals & faith communities do and why 2D Using a range of different medium to creatively express their own ideas, thoughts & opinion. Begin to explain their own ideas. Express their own ideas & opinions, begin to give good reasons for those ideas. Use a range of different medium to express their thoughts	2A Respond to meanings behind different beliefs and practices. 2B Respond to the meanings of some religious & moral stories and expresses how these relate (directly) to right & wrong 2C Express views about why belonging to a faith community is valuable in their own lives 2D Begin to make connections between their own ideas and others	2A Begin to reflect & respond thoughtfully to the significance of meanings behind different beliefs and practices. 2B Begin to respond thoughtfully to a range of sacred writings/stories. Provide good reasons for what they mean to different faith communities. 2C Creatively begin to express their views about why belonging to a faith community is valuable. Relate this to their own lives. Begin to recognise those with no faith also have a belief system 2D Discuss & begin to apply their own and other's ideas about ethical questions & to express their own ideas clearly in response	2A to reflect & respond to the significance of meanings behind different beliefs and practices. 2B Respond thoughtfully to a range of sacred writings/stories & Provide good reasons for different & similarities in different text 2C Express views Creatively as to why belonging to a faith community maybe valuable both to different faith members & to their own lives. Recognise those with no faith also have a belief system 2D Discuss & apply their own and other's ideas about ethical questions & to express their own ideas clearly in response

