

RE Progression Document



Reception

Substantive knowledge - Content and concepts	Disciplinary knowledge – Ways of knowing and personal knowledge	Vocabulary
<p>To understand some key religious festivals and some of the celebrations involved.</p> <p>Recognise some objects/symbols/buildings linked to Christianity.</p> <p>Name a religious celebration.</p> <p>Know that people have differences and similarities.</p> <p>To know key events in the Nativity story.</p> <p>To know key events in the Easter story.</p>	<p>Think and talk about my big days and those of others.</p> <p>Talk about my answers to the question 'Who am I?'</p> <p>Describe some aspects of belonging for myself and for others – community.</p> <p>Only some people go to church. (There are other religions – children will have met the Imam of the Mosque who will discuss his life).</p>	<p>Special</p> <p>Sutton Hill / Telford</p> <p>Celebrate</p> <p>Candles</p> <p>Birthday cake</p> <p>Wedding/Married</p> <p>Cross</p> <p>Jesus</p> <p>God</p> <p>Diwali</p> <p>Christening</p> <p>Christian</p> <p>Baptism</p> <p>Christmas</p> <p>Easter</p> <p>Church</p> <p>Example ARE vocabulary-</p> <p>I can say... "The church has a cross... Mary was baby Jesus' mom... Jesus died on the cross... They put nails in his hands." Making some links with symbol of the cross.</p>

Concepts common to ourselves, humanity and many faiths

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<p>To know and recount a simple outline of the Christian creation story</p> <p>To know that stories from the Bible matter to Christian and Jewish people.</p> <p>To understand and use religious or spiritual vocabulary such as God, Bible, Torah, creation</p> <p>Make a link between our behaviour and how the world is cared for or spoiled</p> <p>To understand why the symbol of Christianity is a cross.</p> <p>To know Christian and Islamic building names, properties and start to understand worship within the buildings.</p>	<p>Recognise puzzling and mysterious questions about how the world began</p> <p>Link up believing in a creation story with an idea about how to look after the world</p> <p>Talk about big questions and thoughts to do with creation stories</p> <p>Ask some big questions of my own about where we come from and why we live on such a beautiful earth</p>	<p>Community Beliefs Faith Puzzles Mysteries Questions Giving thanks Creation Responsibilities Pray</p> <p>Holy Sacred Light Dark Earth Creature Life God Beginning</p> <p>Example ARE vocabulary- I can say... “Mosques all look different. Some can have tall minarets and beautiful shapes. There will be the Qur’an in the mosque.”</p>			
		<p>Unit A Bible Scrolls Torah Font Mosque Christianity Judaism Jewish Menorah Minarets</p>	<p>Unit B Qur’an Bible Testament Prophet Muhammad Islam</p>	<p>Unit C</p>	<p>Unit D Judaism Synagogue Hanukkah</p>

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<p>Recount the outline of a religious story</p> <p>Identify some key religious symbols and some symbolic actions in a religious context.</p> <p>To know and discuss the feelings that go with being special and being different.</p> <p>Talk about some of the beliefs that underpin these symbols.</p> <p>To define the word devotion and understand it's significance to religion.</p> <p>Identify and explain a link between Christianity and Islam.</p> <p>To name some holy texts.</p>	<p>Talk about the people in religious stories and how they might have felt.</p> <p>Identify aspects of their own experience or something that matters to them in religious stories or sayings</p> <p>Identify the feelings that go with being special and being different.</p> <p>Demonstrate respect and understanding when listening to others' beliefs.</p> <p>Explore some holy texts.</p>	<p>Respect Belonging Symbols Holy Moral Religious Unique</p> <p>Importance Annual Symbol Symbolism Worship Non-religious Devotion</p> <p>Example ARE vocabulary- I can say... "Symbols are about belonging to a group; it might be religious or non-religious. A symbol of Islam is the crescent and star."</p>			
		Unit A Shabbat Purim Kippah	Unit B Dove Sikh Kara Kirpan Ik Onkar Khanda Crucifix Crown of thorns Crescent and star Om Star of David Wheel of Dharma	Unit C Surah Scriptures Pilgrimage Eid al-Fitr	Unit D Wudu Ka'baa

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<p>Retell a religious story and indicate that it has meaning for religious believers</p> <p>Use some religious words and phrases to describe the ways a Christian and Jew might practise their faith at home</p> <p>To understand different dharmic religions have different reasons for celebrating Diwali</p> <p>To know Hindu and Sikh holy texts and buildings</p> <p>To understand connotations of dharma and the wheel of dharma</p> <p>To know the Abrahamic Covenant meant an agreement - a relationship of commitment between God and his people</p>	<p>Understand the way that some people make a response to God by caring</p> <p>Respond sensitively to religious and spiritual music</p> <p>Respond sensitively to stories about caring and being cared for</p> <p>Suggest meanings in stories and songs about caring</p> <p>Ask some questions about the Christian and Jewish religions and describe their effect on people's lives using substantive vocabulary.</p> <p>Explore the mosque</p> <p>Think about how we care about others</p>	<p>Commitment Soul</p> <p>Festivals Shrine</p> <p>Followers Ritual</p> <p>Leaders Generosity</p> <p>Journey Eternal life</p> <p>Guidance</p> <p>Example ARE vocabulary-</p> <p>I can say... “Most Muslims commit to practicing the 5 pillars of Islam in their lives. They are important to Muslims.”</p>			
		<p>Unit A</p> <p>Aum</p> <p>Mandir</p> <p>Rama</p> <p>Sita</p> <p>Hanuman</p> <p>Lakshmi</p> <p>Ramayana</p> <p>Karma</p>	<p>Unit B</p> <p>Granthi</p> <p>Guru</p> <p>Sewa</p> <p>Gospel</p> <p>Hadith</p>	<p>Unit C</p> <p>Miracle</p> <p>Rabbi</p> <p>Vicar</p> <p>Reverend</p> <p>Ministers</p> <p>Monk</p> <p>Pope</p> <p>Saint</p> <p>Parable</p>	<p>Unit D</p> <p>Adhan</p> <p>The Five Pillars:</p> <p>Shahadah,</p> <p>Salah,</p> <p>Zakah, Sawm,</p> <p>Hajj</p> <p>River Ganges,</p> <p>Pyre</p> <p>Imam</p>

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<p>To name a few religious buildings and the religion they are important to</p> <p>Describe similarities and differences between two religious buildings</p> <p>Describe the creation stories of Seven Days and of the Garden of Eden, as told by Jews and Christians and some beliefs that come from them</p> <p>To identify features of particular religious buildings</p> <p>To know the meaning of Abrahamic and Dharmic religions.</p>	<p>Question whether a place needs to be religious to be 'sacred'</p> <p>Explore what kind of sacred space would inspire us</p> <p>Identify the impact that religion has on people's lives by talking about the beliefs that come from these stories, and how a believer might respond to the stories.</p> <p>Ask and consider important questions about the beauty of the Earth for themselves.</p> <p>Make links between the stories and some beliefs about creation and origins which they hold themselves.</p> <p>Ask questions and make suggestions to answer about the beliefs and values that are expressed in a synagogue, vihara, church, mosque, gurdwara or mandir for myself</p> <p>Make links between the stories and some beliefs about creation and origins which they hold themselves.</p>	<div> <div>Darwin</div> <div>Spiritual</div> <div>Peace</div> <div>Inspiration</div> <div>Wonder</div> </div> <div> <div>Theory</div> <div>Identity</div> <div>Betrayal</div> <div>Choice</div> <div>Duty</div> </div> <p>Example ARE vocabulary-</p> <p>I can say... "Most Muslims believe that they have a duty to take the pilgrimage to Mecca in their lifetime. This is one of the 5 pillars of Islam."</p>			
		<p>Unit A</p> <p>Church -altar, lectern, font, pulpit)</p> <p>Mosque - mihrab, minaret, qubba, minbar, wadu</p> <p>Gurdwara - manji sahib, langar, chaur, rumala</p>	<p>Unit B</p> <p>Mezuzah- Genesis</p>	<p>Dharmic</p> <p>Abrahamic</p> <p>Moksha, Reincarnation, Bhagavad Gita</p>	<p>Unit D</p> <p>Ramadan</p> <p>Eid Ul Fitr</p>

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<p>To identify which religions are Abrahamic and which are Dharmic, understanding what identifies them</p> <p>Identify connections between Abrahamic religions</p> <p>Identify connections between Dharmic religions</p> <p>To know a theist believes there is a God, an atheist believes there is no God, an agnostic is unsure if there is a God or not.</p> <p>To understand and use the key vocabulary</p> <p>To understand the order different world religions came to being. Articulate the oldest/newest ‘popular’ religions</p> <p>Discuss Sewa and other religious and non-religious service or charity</p>	<p>To reflect on temptation and own moral codes/values</p> <p>To research how religions have impacted the world we live in and daily life</p> <p>To gain knowledge from religious visits</p> <p>To engage in discussion about humanist, agnostic, atheist and theist beliefs with respect, scholarly knowledge and critical thinking skills</p>	<p>Values Temptation Right Forgiveness Generosity Submission Integrity Consequences Atheist</p> <p>Dilemma Resist Wrong Duty Atonement Meditation Reciprocity Theist Agnostic</p> <p>Example ARE vocabulary- I can say... “Islam is an Abrahamic religion. I know that because the Qur’an talks about Abraham and so does the Imam from the mosque. Christians believe God spoke to Abraham too.”</p>			
		Unit A Shaytan Stoning the Devil	Unit B Sawm, Rakah, Dua, Al Fatihah Simchat Yom Almsgiving, Zakat, Ummah	Unit C	Unit D Almsgiving Ummah Justice Stewardship

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<p>To identify and articulate connections and differences within Abrahamic religions</p> <p>To identify and articulate connections and differences within Dharmic religions</p> <p>To use religious vocabulary when engaging in discussion</p> <p>To understand the concept of natural selection and evolution, and how this differs from creation stories</p> <p>To know the religious make up of Telford and their own community</p>	<p>Suggest varied answers to questions about meaning and purpose in the wisdom of the religions studied</p> <p>Research the religious make up of Telford and their own community</p> <p>To find out about the places of worship within Telford</p> <p>Apply ideas of my own to understanding wisdom from different religions</p> <p>To discuss with scholarly accuracy and employ critical thinking skills</p> <p>To contemplate religion through art and how it reflects people's beliefs</p> <p>To explore the relations between science and religion</p>	<p>Reflection Expression Art Vision Dreams Tolerance Sensitivity Respect Acceptance</p> <p>Example ARE vocabulary- I can say... "Muslims believe that there is no god but God (Allah), but Sikhs believe that they have a duty to protect religious freedoms. I wonder Islam is tolerant of other religious views. How can I find out?"</p>			
		<p>Unit A Covenant Atonement Precepts Enlightenment Commandments</p>	<p>Unit B Deity Omniscient Omnipresent</p>	<p>Unit C Psalms</p>	<p>Unit D</p>

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