



St. Luke's CE First School

RE Progression

In our St Luke's family, we recognise we are all God's children and through our caring and nurturing environment, we follow His word. We trust and rely on God's teaching so that we can encourage each other, develop our relationship with God and the world, and flourish in all that we do.

God's word is a lamp to my feet and a light to my path (Psalm 119 v.105)

At St Luke's CE First School, our Religious Education curriculum provides children with the opportunities to develop their individual beliefs and values and their ability to make their own choices. Our RE curriculum reinforces links with our school and Christian values.

- Children are aware of the relevance of our school values when learning about Christianity and other religious and non-religious world views
- Children will develop a strong sense of self, including their own worldview and understanding of the world around them
- They will begin to ask questions and develop curiosity about our world, life and faith
- Children are taught to discuss ideas without judgement, in order to broaden their understanding, and develop positive attitudes towards the diversity at St Luke's and in our wider community
- They will learn about and celebrate key events of the Christian calendar through close links with our local church, as well as celebrating festivals and events from other religious and non-religious worldviews

Reception

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
F1: Why is the word 'God' so important to Christians?	F2: Why do Christians perform Nativity plays at Christmas?	F4: Being Special: Where do we belong?	F3: Why do Christians put a cross in an Easter garden?	F5: Which places are special and why?	F6: Which stories are special and why?

Key facts

Retell stories, talking about what they say about the world, God and human beings	Begin to recognise the word 'incarnation' as describing the belief that God came to Earth as Jesus Retell religious stories.	Retell religious stories making connections with personal experiences Share occasions when things have happened in their lives that made them feel special	Recognise and retell stories connected with celebration of Easter Say why Easter is a special time for Christians	Begin to recognise that for Christians, Muslim and Jewish people, these special things link to beliefs about God	Talk about some religious stories Recognise some religious words, e.g. about God Identify a sacred text e.g. Bible, Torah
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Linked Learning

Year 1 1.1 What do Christians believe God is like?	Year 1 and 2 unit 1.3 - Why does Christmas matter to Christians?	Year 1 1.10 What does it mean to belong to a faith community?	Year 2 unit 1.5 - Why does Easter matter to Christians?	Year 2 unit 1.8 - What makes some places sacred to believers?	Year 1 unit 1.7 Who is Jewish and how do they live? Year 1 unit 1.6 Who is Muslim and how do they live?
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Year 1					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1.2 Who made the world?	1.1 What do Christians believe God is like? 1.3: Why does Christmas matter to Christians?	1.7 Who Jewish and how do they live? Part 1	1.7 Who is Muslim and how do they live? Part 1	1.10 What does it mean to belong to a faith community?	1.9 How should we care for others and the world?
Key facts					
Retell the story of creation from Genesis 1:1–2:3 simply. Recognise that ‘Creation’ is the beginning of the ‘big story’ of the Bible. Say what the story tells Christians about God, Creation and the world.	Identify what a parable is. Tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father. Give clear, simple accounts of what the story means to Christians.	Retell simply some stories used in Jewish celebrations (e.g. Chanukah). Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like.	Recognise the words of the Shahadah and that it is very important for Muslims. Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah, and give a simple description of what some of them mean.	To recognise that loving others is important in lots of communities. To say what Jesus and one other religious leader taught about loving other people.	Identify a story or text that says something about each person being unique and valuable. Give an example of a key belief some people find in one of these stories (e.g. that God loves all people). Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world.
Linked Learning					
Year 3 L2A.1: What do Christians learn from the Creation story?	Year 3 L2A.2: What is it like to follow God?	Year 2 1.6 Who is Jewish and how do they live Part 2	Year 2 1.6 Who is Muslim and how do they live Part 2	Year 3 L2.12: How and why do people try to make the world a better place?	Year 3 L2A.4: What kind of world did Jesus want?

Year 2

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1.6 Who is Muslim and how do they live? Part 1	1.3 Why does Christmas matter to Christians?	1.6 Who is a Muslim and how do they live? Part 2	1.5 Why does Easter matter to Christians?	1.4 What is the 'Good News' Christians believe Jesus brings?	1.8 What makes some places sacred to believers?

Key facts

<p>Recognise the words of the Shahadah and that it is very important for Muslims.</p> <p>Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah, and give a simple description of what some of them mean.</p>	<p>Recognise that stories of Jesus' life come from the Gospels.</p> <p>Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians.</p>	<p>Give examples of how stories about the Prophet show what Muslims believe about Muhammad.</p>	<p>Recognise that Incarnation and Salvation are part of a 'big story' of the Bible.</p> <p>Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people).</p>	<p>Tell stories from the Bible and recognise a link with the concept of 'Gospel' or 'good news'.</p> <p>Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians.</p> <p>Recognise that Jesus gives instructions to people about how to behave.</p>	<p>Recognise that there are special places where people go to worship, and talk about what people do there.</p> <p>Identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean.</p> <p>Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship.</p>
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Linked Learning

		Year 3 unit L2.9 - How do festivals and worship show what matters to a Muslim?	Year 2 unit 1.4 -What is the 'Good News' Christians believe Jesus brings?	Year 2 unit 1.8 -What makes some places sacred to believers?	
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Year 3

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
L2.1 What do Christians learn from the Creation story?	L2.2 What is it like for someone to follow God?	L2.9 How do festivals and worship show what matters to a Muslim?	L2.10 How do festivals and family life show what matters to Jewish people?	L2.4 What kind of world did Jesus want?	L2.12 How and why do people try to make the world a better place?

Key facts

Place the concepts of God and Creation on a timeline of the Bible's 'big story'. Make clear links between Genesis 1 and what Christians believe about God and Creation. Recognise that the story of 'the Fall' in Genesis 3 gives an explanation of why things go wrong in the world.	Make clear links between the story of Noah and the idea of covenant.	Identify some beliefs about God in Islam, expressed in Surah 1. Make clear links between beliefs about God and ibadah (e.g. how God is worth worshiping; how Muslims submit to God).	Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean. Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people. Offer informed suggestions about the meaning of the Exodus story for Jews today.	Identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus. Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'. Suggest ideas and then find out about what Jesus' actions towards outcasts mean for a Christian.	Identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin). Make links between religious beliefs and teachings and why people try to live and make the world a better place.
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Linked Learning

	L2.7 What do Hindus believe God is like?	L2.13 How do people from religious and non-religious communities celebrate key festivals?	L2.13 How do people from religious and non-religious communities celebrate key festivals?		L2.8 What does it mean to be Hindu in Britain today?
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Year 4

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
L2.3 What is the 'Trinity' and why is it important for Christians?	L2.13 How do people from religious and non-religious communities celebrate key festivals?	L2.7 What do Hindus believe God is like?	L2.5 Why do Christians call the day Jesus died 'Good Friday'?	L2.6 For Christians, when Jesus left, what was the impact of Pentecost?	L2.8 What does it mean to be Hindu in Britain today?

Key facts

<p>Recognise what a 'Gospel' is and give an example of the kinds of stories it contains.</p> <p>Offer suggestions about what texts about baptism and Trinity mean.</p> <p>Give examples of what these texts mean to some Christians today.</p>	<p>Remember and celebrate significant events/people</p> <p>Look at Christmas celebration practices, religious and secular from different religious and non-religious worldviews</p> <p>Choose another festival from another religious or non-religious worldview to study questions about the role of festivals in the life of Britain today</p>	<p>Identify some Hindu deities and say how they help Hindus describe God.</p> <p>Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God.</p> <p>Offer informed suggestions about what Hindu murtis express about God.</p>	<p>Recognise the word 'Salvation', and that Christians believe Jesus came to 'save' or 'rescue' people, e.g. by showing them how to live.</p> <p>Offer informed suggestions about what the events of Holy Week mean to Christians.</p> <p>Give examples of what Christians say about the importance of the events of Holy Week.</p>	<p>Make clear links between the story of Pentecost and Christian beliefs about the 'kingdom of God' on Earth.</p> <p>Offer informed suggestions about what the events of Pentecost in Acts 2 might mean.</p> <p>Give examples of what Pentecost means to some Christians now.</p>	<p>Identify the terms dharma, Sanatan Dharma and Hinduism and say what they mean.</p> <p>Make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (dharma).</p>
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Linked Learning

		L2.8 What does it mean to be Hindu in Britain today?			
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End of Phase Outcomes

End of EYFS	
Communication and language	<ul style="list-style-type: none"> <input type="checkbox"/> Children listen with enjoyment to stories, songs and poems from different communities and traditions and respond with relevant comments, questions or actions. <input type="checkbox"/> They use talk to organise, sequence and clarify thinking, ideas, feelings and events. <input type="checkbox"/> Children answer 'who', 'how' and 'why' questions about their experiences in response to stories, experiences or events from different sources. <input type="checkbox"/> They talk about how they and others show feelings. <input type="checkbox"/> They develop their own narratives in relation to stories they hear from different communities.
Personal, social and emotional development	<ul style="list-style-type: none"> <input type="checkbox"/> Children understand that they can expect others to treat their needs, views, cultures and beliefs with respect. <input type="checkbox"/> They work as part of a group, taking turns and sharing fairly, understanding that groups of people need agreed values and codes of behaviour, including adults and children, to work together harmoniously. <input type="checkbox"/> They talk about their own and others' behaviour and its consequences, and know that some behaviour is unacceptable. <input type="checkbox"/> Children think and talk about issues of right and wrong and why these questions matter. <input type="checkbox"/> They respond to significant experiences showing a range of feelings when appropriate. <input type="checkbox"/> They have a developing awareness of their own needs, views and feelings and can be sensitive to those of others.
Understanding the world	<ul style="list-style-type: none"> <input type="checkbox"/> Children talk about similarities and differences between themselves and others, among families, communities and traditions. <input type="checkbox"/> They begin to know about their own cultures and beliefs and those of other people.
Expressive art and design	<ul style="list-style-type: none"> <input type="checkbox"/> Children use their imaginations in art, music, dance, imaginative play, role play and stories to represent their own ideas, thoughts and feelings and respond in a variety of ways to what they see, hear, smell, touch and taste.
Literacy	<ul style="list-style-type: none"> <input type="checkbox"/> Children are given access to a wide range of books, poems and other written materials to ignite their interest.
Mathematics	<ul style="list-style-type: none"> <input type="checkbox"/> Children recognise, create and describe some patterns, sorting and ordering objects simply.

	End of KS1	End of Lower KS2
Making Sense of Beliefs	<p>Identify core beliefs and concepts studied and give a simple description of what they mean.</p> <p>Give examples of how stories show what people believe (e.g. the meaning behind a festival).</p> <p>Give clear, simple accounts of what stories and other texts mean to believers.</p>	<p>Identify and describe the core beliefs and concepts studied.</p> <p>Make clear links between texts/ sources of authority and the core concepts studied.</p> <p>Offer informed suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers.</p>
Understanding the Impact	<p>Give examples of how people use stories, texts and teachings to guide their beliefs and actions.</p> <p>Give examples of ways in which believers put their beliefs into practice.</p>	<p>Make simple links between stories, teachings and concepts studied and how people live, individually and in communities.</p> <p>Describe how people show their beliefs in how they worship and in the way they live.</p> <p>Identify some differences in how people put their beliefs into practice.</p>
Making Connections	<p>Think, talk and ask questions about whether the ideas they have been studying, have something to say to them.</p> <p>Give a good reason for the views they have and the connections they make.</p>	<p>Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly.</p> <p>Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live.</p> <p>Give good reasons for the views they have and the connections they make.</p>