



Hutton Rudby Primary School Religious Education Progression Statements

RE Intent Statement

At Hutton Rudby Primary School the principle aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

RE teaching and learning in Hutton Rudby is split into three strands that enable pupils to...

<p>A. Know about and understand a range of religions and worldviews.</p>	<p>B. Express ideas and insights about the nature, significance and impact of religions and worldviews.</p>	<p>C. Gain and deploy the skills needed to engage seriously with religions and worldviews.</p>
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We follow the North Yorkshire Agreed Syllabus and use the planned units of work provided by North Yorkshire SACRE. Please see our RE policy and the North Yorkshire Agreed Syllabus for a more detailed overview of our RE Curriculum.

EYFS RE Progression Statements

The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception.

The most relevant statements for RE are taken from the following areas of learning:

- Personal, Social and Emotional Development
- Understanding the World

RE			
EYFS Statutory Framework	Personal, Social and Emotional Development		<ul style="list-style-type: none"> • See themselves as a valuable individual. • Think about the perspectives of others.
	Understanding the World		<ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways.
ELG	Personal, Social and Emotional Development	Building Relationships	<ul style="list-style-type: none"> • Show sensitivity to their own and others' needs.
	Understanding the World	Past and Present	<ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society. • Understand the past through settings, characters and events encountered in books read in class and storytelling.
		People and Communities	<ul style="list-style-type: none"> • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

Year 1 RE Progression Statements

Please see our RE policy and the North Yorkshire Agreed Syllabus for a more detailed overview of our RE Curriculum.

<p>Who is a Christian and what do they believe?</p>	<ul style="list-style-type: none"> • Talk about some simple ideas about Christian beliefs about God and Jesus (A1). • Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means (A2). • Talk about issues of good and bad, right and wrong arising from the stories (C3). • Ask some questions about believing in God and offer some ideas of their own (C1).
<p>What makes some places sacred?</p>	<ul style="list-style-type: none"> • Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used (A3). • Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe (B2). • Describe some of the ways in which people use music in worship, and talk about how different kinds of music makes them feel (C1). • Ask good questions during a school visit about what happens in a church, synagogue or mosque (B1).
<p>How and why do we celebrate special and sacred times?</p>	<ul style="list-style-type: none"> • Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion (A1). • Re-tell stories connected with Christmas/Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers (A2). • Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion (B1). • Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers (C1).
<p>What does it mean to belong to a faith community?</p>	<ul style="list-style-type: none"> • 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 (A3). • Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean (A1). • Identify two ways people show they belong to each other when they get married (A1). • Respond to examples of co-operation between different people (C2)

Year 2 RE Progression Statements

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<p>Who is a Muslim and what do they believe?</p>	<ul style="list-style-type: none"> • Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah (A1). • Re-tell a story about the life of the Prophet Muhammad (A2). • Recognise some objects used by Muslims and suggest why they are important (A2). • Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel (B1).
<p>Who is Jewish and what do they believe?</p>	<ul style="list-style-type: none"> • Talk about how the mezuzah in the home reminds Jewish people about God (A3). • 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 (B1). • 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 (A2). • Ask some questions about believing in God and offer some ideas of their own (C1).
<p>What can we learn from sacred books?</p>	<ul style="list-style-type: none"> • Recognise that sacred texts contain stories which are special to many people and should be treated with respect (B3). • Re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories (A2). • Ask and suggest answers to questions arising from stories Jesus told and from another religion (C1). • Talk about issues of good and bad, right and wrong arising from the stories (C3).
<p>How should we care for others and the world and why does it matter?</p>	<ul style="list-style-type: none"> • Re-tell Bible stories and stories from another faith about caring for others and the world (A2). • Identify ways that some people make a response to God by caring for others and the world (B1). • Talk about issues of good and bad, right and wrong arising from the stories (C3). • Talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more (C2) • Use creative ways to express their own ideas about the creation story and what it says about what God is like (C1).

Year 3 RE Progression Statements

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<p>What do different people believe about God?</p>	<ul style="list-style-type: none"> • Describe some of the ways in which Christians Hindus and/or Muslims describe God (A1). • Ask questions and suggest some of their own responses to ideas about God (C1). • Suggest why having a faith or belief in something can be hard (B2). • Identify how and say why it makes a difference in people’s lives to believe in God (B1).
<p>Why is the bible so important for Christians?</p>	<ul style="list-style-type: none"> • Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation (A2). • Give examples of how and suggest reasons why Christians use the Bible today (B1). • Describe some ways Christians say God is like, with examples from the Bible, using different forms of expression (A1). • Discuss their own and others’ ideas about why humans do bad things and how people try to put things right (C3).
<p>Why are festivals important to religious communities?</p>	<ul style="list-style-type: none"> • Make connections between stories, symbols and beliefs with what happens in at least two festivals (A2). • Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid) (B2). • Identify similarities and differences in the way festivals are celebrated within and between religions (A3). • Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives (C1).
<p>Why do people pray?</p>	<ul style="list-style-type: none"> • Describe the practice of prayer in the religions studied (A2). • Make connections between what people believe about prayer and what they do when they pray (A3). • Describe ways in which prayer can comfort and challenge believers (B2). • Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray (B3).
<p>What does it mean to be a Christian in Britain today?</p>	<ul style="list-style-type: none"> • Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings (A1). • Describe some ways in which Christian express their faith through hymns and modern worship songs (A2). • 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 (B2). • 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 (C2).

Year 4 RE Progression Statements

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<p>Why is Jesus inspiring to some people?</p>	<ul style="list-style-type: none"> • Make connections between some of Jesus’ teachings and the way Christians live today (A1). • Describe how Christians celebrate Holy Week and Easter Sunday (A1). • Identify the most important parts of Easter for Christians and say why they are important (B1). • Give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter (A2).
<p>Why do some people think life is like a journey and what significant experiences mark this?</p>	<ul style="list-style-type: none"> • Suggest why some people see life as a journey and identify some of the key milestones on this journey (A2). • Describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean (A3). • Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people (B2). • Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief (C1).
<p>What does it mean to be a Hindu in Britain today?</p>	<ul style="list-style-type: none"> • 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 (A1). • Describe some ways in which Hindus express their faith through puja, aarti and bhajans (A2). • 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 (B2). • 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 (C2).
<p>What can we learn from religions about deciding what is right and wrong?</p>	<ul style="list-style-type: none"> • Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions (B1). • Make connections between stories of temptation and why people can find it difficult to be good (A2). • Give examples of ways in which some inspirational people have been guided by their religion (B1). • Discuss their own and others’ ideas about how people decide right and wrong (C3).

Year 5 RE Progression Statements

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<p>Why do some people think God exists?</p>	<ul style="list-style-type: none"> • Outline clearly a Christian understanding of what God is like, using examples and evidence (A2). • Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging (B2). • Express thoughtful ideas about the impact of believing or not believing in God on someone's life (B1). • Present different views on why people believe in God or not, including their own ideas (C1).
<p>What would Jesus do?</p>	<ul style="list-style-type: none"> • Outline Jesus' teaching on how his followers should live (A2). • Offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live (B3). • Explain the impact Jesus' example and teachings might have on Christians today (B1). • Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today (C3).
<p>If God is everywhere, why go to a place of worship?</p>	<ul style="list-style-type: none"> • Make connections between how believers feel about places of worship in different traditions (A3). • Select and describe the most important functions of a place of worship for the community (B3). • Give examples of how places of worship support believers in difficult times, explaining why this matters to believers (B2). • Present ideas about the importance of <i>people</i> in a place of worship, rather than the <i>place</i> itself (C1).
<p>What does it mean to be a Muslim in Britain today?</p>	<ul style="list-style-type: none"> • Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad (A2). • Describe and reflect on the significance of the Holy Qur'an to Muslims (B1). • Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils (A2). • Make connections between the key functions of the mosque and the beliefs of Muslims (A1).

Year 6 RE Progression Statements

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<p>What do religions say to us when life gets hard?</p>	<ul style="list-style-type: none"> • Express ideas about how and why religion can help believers when times are hard, giving examples (B2). • Outline Christian, Hindu and/or nonreligious beliefs about life after death (A1). • Explain some similarities and differences between beliefs about life after death (B2). • Explain some reasons why Christians and Humanists have different ideas about an afterlife (B3).
<p>Is it better to express your beliefs in arts and architecture or charity and generosity?</p>	<ul style="list-style-type: none"> • Describe and make connections between examples of religious creativity (buildings and art) (A1). • Show understanding of the value of sacred buildings and art (B3). • Suggest reasons why some believers see generosity and charity as more important than buildings and art (B2). • Apply ideas about values and from scriptures to the title question (C2).
<p>What matters most to Christians and Humanists?</p>	<ul style="list-style-type: none"> • Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples (A2). • Describe some Christian and Humanist values simply (B3). • Express their own ideas about some big moral concepts, such as fairness, honesty etc., comparing them with the ideas of others they have studied (C3). • Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view (B2).
<p>What difference does it make to believe in ahimsa, grace and/or Ummah?</p>	<ul style="list-style-type: none"> • Make connections between beliefs and behaviour in different religions (A1). • Outline the challenges of being a Hindu, Christian or Muslim in Britain today (B2). • Make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions (A1). • Consider similarities and differences between beliefs and behaviour in different faiths (B3).