



The Harlington and Sundon Academy Trust
Harlington Lower School - RE Curriculum Overview and Skills Progression



<u>Year Group</u>	<u>Terms</u>	<u>Learning Objectives</u> <i>Taken from the RE Agreed Syllabus 2018-2023 For Bedford Borough, Central Beds & Luton</i>	<u>Skills</u>	<u>Impact by the end of the year</u>
EY	<p>1 Harvest, Diwali, Christmas Traditions and Customs</p> <p>2 Chinese New Year Easter</p> <p>3 Creation story, Similarities and Differences in relation to friends and family</p>	<p>Make sense of belief:</p> <ul style="list-style-type: none"> re-tell stories, talking about what they say about the world, God, human beings, key celebrations begin to recognise the word ‘incarnation’ as describing the belief that God came to Earth as Jesus identify a sacred text e.g. the Bible or the Torah recognise some religious words, e.g. about God <p>Understand the impact:</p> <ul style="list-style-type: none"> say how and when Christians may like to thank their Creator recall simply what happens at a traditional Christian festival (Christmas, Easter), baptism, dedication, talk about the things that are special and valued in a place of worship recognise that some religious people have places which have special meaning for them <p>Make Connections:</p> <ul style="list-style-type: none"> talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world think about the wonders of the natural world, expressing ideas and feelings, new life talk about what people do to mess up the world and what they do to look after it talk about people who are special to them 	<p>30-50 Months UW</p> <ul style="list-style-type: none"> To show interest in the lives of people who are familiar to them. To remember and talk about significant events in their own experiences. To recognise and describe special times or events for family or friends.. To know some of the things that make them unique, and talk about some of the similarities and differences in relation to friends or family. <p>30-50 Months PSED</p> <p>To be confident in talking to other children when playing and communicate freely about own home and community.</p> <ul style="list-style-type: none"> To be aware of own feelings and know that some actions and words can hurt others’ feelings. To usually adapt behaviour to different events, social situations and changes in routine. To demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. <p>40-60 Months UW</p> <ul style="list-style-type: none"> To enjoy joining in with family customs and routines 	<p>ELG UW People and their communities</p> <ul style="list-style-type: none"> To talk about past and present events in their own lives and in the lives of family members. They know that other children don’t always enjoy the same things and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. <p>ELG UW The World</p> <ul style="list-style-type: none"> To know about similarities and differences in relation to places, objects, materials and living things. They talk about features of their own immediate environment and how environments might vary from one another. <p>ELG PSE Self-Confidence and Self-Awareness</p> <ul style="list-style-type: none"> To be confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas and will choose the resources they need for their chosen activities. They say when they do or don’t need help. <p>ELG PSE Managing Feelings and Behaviour</p>



The Harlington and Sundon Academy Trust
 Harlington Lower School - RE Curriculum Overview and Skills Progression



			<p>40-60 Months</p> <p>PSE</p> <ul style="list-style-type: none"> To be confident to speak to others about own needs, wants, interests and opinions. To describe self in positive terms and talk about abilities. To explain own knowledge and understanding, and ask appropriate questions of others 	<ul style="list-style-type: none"> To talk about how they and others show feelings, talk about their own and others' behaviour and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations and take changes of routine in their stride. <p>ELG PSED Making Relationships</p> <ul style="list-style-type: none"> To play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings and form positive relationships with adults and other children.
1	<p>1</p> <p>What do Christians believe God is like?</p> <p>Why does Christmas matter to Christians?</p>	<p>Make sense of belief:</p> <ul style="list-style-type: none"> 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 <p>Understand the impact:</p> <ul style="list-style-type: none"> give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying 'sorry', by seeing God as welcoming them back, by forgiving others) give an example of how Christians put their beliefs into practice in worship (e.g. by saying 'sorry' to God) <p>Make connections:</p> <ul style="list-style-type: none"> think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas give a reason for the ideas they have and the connections they make <p>Make sense of belief:</p> <ul style="list-style-type: none"> recognise that stories of Jesus' life come from the Gospels give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians 	<p>To reflect and share their opinions on religion</p> <p>To explain what they understand about their own and others faith</p> <p>To use accurate terminology to describe the beliefs and practices of others</p> <p>To justify their opinions and explain their thinking</p> <p>Children are able to articulate and justify their opinions.</p>	<p>Children are aware of the world around them</p> <p>The children have an attitude of tolerance and respect to those with beliefs that differ from their own</p> <p>Children reflect on their own morals and beliefs.</p>



The Harlington and Sundon Academy Trust
Harlington Lower School - RE Curriculum Overview and Skills Progression



		<p>Understand the impact:</p> <ul style="list-style-type: none"> give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas <p>Make connections:</p> <ul style="list-style-type: none"> think, talk and ask questions about Christmas for people who are Christians and for people who are not. Describe what they personally have to be thankful for, giving a reason for their ideas 		
2 Who is Jewish? What do they believe and how do they live?	<p>Make sense of belief:</p> <ul style="list-style-type: none"> recognise the words of the Shema as a Jewish prayer retell simply some stories used in Jewish celebrations (e.g. Hanukkah or Pesach) give examples of how the stories used in celebrations (e.g. Shabbat, Pesach) remind Jews about what God is like, talking about beliefs and the Torah <p>Understand the impact:</p> <ul style="list-style-type: none"> give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Hanukkah, Pesach) <p>Make connections:</p> <ul style="list-style-type: none"> ask some questions about what Jewish people celebrate and why talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people give a good reason for their ideas about whether any of these things are good for them too <p>Make sense of belief:</p> <ul style="list-style-type: none"> recognise that incarnation and salvation are part of a 'big story' of the Bible tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of salvation (Jesus rescuing people) recognise that Jesus gives instructions about how to behave <p>Understand the impact:</p> <ul style="list-style-type: none"> give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter <p>Make connections:</p> <ul style="list-style-type: none"> think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas 	<p>To reflect and share their opinions on religion</p> <p>To explain what they understand about their own and others faith</p> <p>To use accurate terminology to describe the beliefs and practices of others</p> <p>To justify their opinions and explain their thinking</p>	<p>Children are aware of the world around them</p> <p>The children have an attitude of tolerance and respect to those with beliefs that differ from their own</p> <p>Children reflect on their own morals and beliefs.</p> <p>Children are able to articulate and justify their opinions.</p>	
3 Who is Muslim? What do they believe and	<p>Make sense of belief:</p> <ul style="list-style-type: none"> recognise the words of the Shahadah and that it is very important for Muslims 	<p>To reflect and share their opinions on religion</p> <p>To explain what they understand about their own and others faith</p>	<p>Children are aware of the world around them</p>	



The Harlington and Sundon Academy Trust
Harlington Lower School - RE Curriculum Overview and Skills Progression



	<p>how do they live?</p> <p>What makes some places significant?</p> <p>What makes some places sacred to believers?</p>	<ul style="list-style-type: none"> ▪ 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 ▪ give examples of how stories about the Prophet Muhammad show what Muslims believe about him <p>Understand the impact:</p> <ul style="list-style-type: none"> ▪ give examples of how Muslims use the Shahadah to show what matters to them ▪ give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan) ▪ give examples of how Muslims put their beliefs about prayer and about Allah into action (e.g. by daily prayer, by using subhah beads) <p>Make connections:</p> <ul style="list-style-type: none"> ▪ think, talk about and ask questions about Muslim beliefs and ways of living ▪ talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas ▪ give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too <p>Make sense of belief:</p> <ul style="list-style-type: none"> ▪ recognise that there are special places where people go to worship, and talk about what people do there ▪ 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 ▪ identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship <p>Understand the impact:</p> <ul style="list-style-type: none"> ▪ give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe ▪ ▪ give simple examples of how people worship at a church, mosque or synagogue ▪ talk about why some people like to belong to a sacred building or a community <p>Make connections:</p> <ul style="list-style-type: none"> • think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas • talk about what makes some places special to people, and what the difference is between religious and nonreligious special places 	<p>To use accurate terminology to describe the beliefs and practises of others</p> <p>To compare different religions</p> <p>To treat all religious artefacts with respect</p> <p>To justify their opinions and explain their thinking</p>	<p>The children have an attitude of tolerance and respect to those with beliefs that differ from their own</p> <p>Children reflect on their own morals and beliefs.</p> <p>Children are able to articulate and justify their opinions.</p>
2	1	<p>Make sense of belief:</p> <ul style="list-style-type: none"> ▪ recognise a special time pupils celebrate and explain simply what celebration means ▪ identify and name at least three different religious festivals, giving two facts about each one 	<p>To reflect and share their opinions on religion</p> <p>To explain what they understand about their own and others faith</p>	<p>Children are aware of the world around them</p> <p>The children have an attitude of tolerance and respect to those with beliefs that differ from their own</p>



The Harlington and Sundon Academy Trust
 Harlington Lower School - RE Curriculum Overview and Skills Progression



	<p>What can we learn from sacred books and stories?</p>	<ul style="list-style-type: none"> ▪ identify a belief that connects to a festival, e.g. ‘they do it because they believe ...’ <p>Understand the impact:</p> <ul style="list-style-type: none"> ▪ give simple examples of the ways a festival makes a difference, e.g. to emotions, to families ▪ talk about features in festival stories that made people feel happy or sad and compare them with pupils’ own experiences ▪ notice and suggest a meaning for some symbols used in the celebrations they learn about, e.g. light, water, signs of togetherness <p>Make connections:</p> <ul style="list-style-type: none"> ▪ think, talk and ask good questions about big days in different religions ▪ talk about links between how people celebrate today and old stories ▪ notice and find out about simple similarities: special or sacred food, music, stories, gatherings prayers or gifts <p>Make sense of belief:</p> <ul style="list-style-type: none"> ▪ identify a belief about God linked to what a holy book says ▪ recognise that sacred texts contain stories which are special to many people and should be treated with respect ▪ identify at least three symbols of respect used by members of a religion when they use their holy book <p>Understand the impact:</p> <ul style="list-style-type: none"> ▪ recognise how different religions express their respect for their scriptures, using symbols and by doing what the scriptures say ▪ give simple examples of ‘hidden messages’ in faith stories, or wise sayings <p>Make connections:</p> <ul style="list-style-type: none"> ▪ talk about what they like in the stories from sacred texts that they hear ▪ think, talk and ask good questions about messages within sacred texts and the values, behaviour and attitudes of people ▪ suggest feelings and reactions of characters at key points in faith stories, and suggest meanings in the stories ▪ ask and suggest answers to questions arising from their learning about holy books 	<p>To use accurate terminology to describe the beliefs and practises of others</p> <p>To compare different religions</p> <p>To treat all religious artefacts with respect</p> <p>To justify their opinions and explain their thinking</p>	<p>Children reflect on their own morals and beliefs.</p> <p>Children are able to articulate and justify their opinions.</p>
	<p>2 How do we show care for others?</p>	<p>Make sense of belief:</p> <ul style="list-style-type: none"> ▪ 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) <p>Understand the impact:</p> <ul style="list-style-type: none"> ▪ give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories ▪ give examples of how religious teaching encourages care for other people <p>Make connections:</p> <ul style="list-style-type: none"> ▪ think, talk and ask questions about what difference believing in God makes to how people treat each other 	<p>To reflect and share their opinions on religion</p> <p>To explain what they understand about their own and others faith</p> <p>To use accurate terminology to describe the beliefs and practises of others</p> <p>To compare different religions</p> <p>To treat all religious artefacts with respect</p>	<p>Children are aware of the world around them</p> <p>The children have an attitude of tolerance and respect to those with beliefs that differ from their own</p> <p>Children reflect on their own morals and beliefs.</p> <p>Children are able to articulate and justify their opinions</p>



The Harlington and Sundon Academy Trust
Harlington Lower School - RE Curriculum Overview and Skills Progression



	<p>How do we show we care for the Earth? Why does it matter?</p>	<p>give good reasons why everyone (religious and non-religious) should care for others</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> ▪ identify a story or text that says something about the beautiful Earth ▪ give an example of a key belief some people find in one of these stories (e.g. that God loves the world because it is God's creation) ▪ give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world <p>Understand the impact:</p> <ul style="list-style-type: none"> ▪ give an example of how people can show that they care for the Earth, making a link to a creation story ▪ give examples of how Christians and Jews can show care for the Earth ▪ say why Christians and Jews might look after the natural world <p>Make connections:</p> <ul style="list-style-type: none"> ▪ think, talk and ask questions about what difference believing in God makes to how people treat the natural world ▪ give good reasons why everyone (religious and non-religious) should look after the natural world 	<p>To justify their opinions and explain their thinking</p>	
	<p>3 Who is an inspiring person?</p> <p>What is the good news Christians believe Jesus brings?</p>	<p>Make sense of belief:</p> <ul style="list-style-type: none"> ▪ identify at least three people from religions who are admired as good followers of God ▪ describe stories that are told by and about special people in two religions ▪ identify a belief about a religious leader <p>Understand the impact:</p> <ul style="list-style-type: none"> ▪ understand why some people inspire others ▪ identify the characteristics in inspiring people in religions, local leaders and people who influence the pupils themselves ▪ give simple examples of inspiration, for example, 'Moses/Jesus/Muhammad inspired people to ... by ...' <p>Make connections:</p> <ul style="list-style-type: none"> ▪ think, talk and ask good questions about leadership and inspiration ▪ notice and find out about the different ways leaders are admired in different religions ▪ talk about links between the work and the question: who inspires me? <p>Make sense of belief:</p> <ul style="list-style-type: none"> ▪ tell stories from the Bible and recognise a link with the concept of 'Gospel' or 'good news' ▪ give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians ▪ recognise that Jesus instructs people about how to behave <p>Understand the impact:</p> <ul style="list-style-type: none"> ▪ give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace and bringing good news to the friendless 	<p>To reflect and share their opinions on religion</p> <p>To explain what they understand about their own and others faith</p> <p>To use accurate terminology to describe the beliefs and practises of others</p> <p>To compare different religions</p> <p>To treat all religious artefacts with respect</p> <p>To justify their opinions and explain their thinking</p>	<p>Children are aware of the world around them</p> <p>The children have an attitude of tolerance and respect to those with beliefs that differ from their own</p> <p>Children reflect on their own morals and beliefs.</p> <p>Children are able to articulate and justify their opinions.</p>



The Harlington and Sundon Academy Trust
Harlington Lower School - RE Curriculum Overview and Skills Progression



		<ul style="list-style-type: none"> ▪ give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession) <p>Make connections:</p> <ul style="list-style-type: none"> • think, talk and ask questions about whether Jesus’ ‘good news’ is only good news for Christians, or if there are things for anyone to learn about how to live, giving a good reason for their ideas 		
3	1 Where, how and why do people worship?	<p>Make sense of belief:</p> <ul style="list-style-type: none"> ▪ identify and describe how key actions, features and artefacts help people worship in different religions ▪ explain the meanings of examples of texts that believers use in worship ▪ consider questions about the belief that worship can bring peace, comfort or challenge <p>Understand the impact:</p> <ul style="list-style-type: none"> ▪ make simple connections between sacred texts and the ways believers worship today ▪ describe how people show devotion in different religions <p>Make connections:</p> <ul style="list-style-type: none"> ▪ raise questions about why believers value worship ▪ express their own ideas about the meaning and value of worship <p>give good reasons for their views about worship and prayer</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> ▪ identify some beliefs about God in Islam, expressed in Sura 1 of the Qur’an ▪ make clear links between beliefs about God and ibadah (e.g. how God is worth worshipping; how Muslims submit to God) <p>Understand the impact:</p> <ul style="list-style-type: none"> ▪ give examples of ibadah (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve ▪ make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque) <p>Make connections:</p> <ul style="list-style-type: none"> ▪ raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslim ▪ make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas 	<p>To reflect and share their opinions on religion</p> <p>To explain what they understand about their own and others faith</p> <p>To use accurate terminology to describe the beliefs and practises of others</p> <p>To treat all religious artefacts with respect</p> <p>To justify their opinions and explain their thinking</p> <p>Children are able to articulate and justify their opinions</p>	<p>Children are aware of the world around them</p> <p>The children have an attitude of tolerance and respect to those with beliefs that differ from their own</p> <p>Children reflect on their own morals and beliefs.</p> <p>Children will develop their spiritual, moral, social and cultural understanding.</p>
	2 What kind of world did Jesus want?	<p>Make sense of belief:</p> <ul style="list-style-type: none"> ▪ 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’ 	<p>To reflect and share their opinions on religion</p> <p>To explain what they understand about their own and others faith</p>	<p>Children are aware of the world around them.</p>



The Harlington and Sundon Academy Trust
Harlington Lower School - RE Curriculum Overview and Skills Progression



	<p>Why do Christians call the day Jesus died 'Good Friday'?</p>	<ul style="list-style-type: none"> ▪ suggest ideas and then find out about what Jesus' actions towards outcasts mean for a Christian <p>Understand the impact:</p> <ul style="list-style-type: none"> ▪ give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways <p>Make connections:</p> <ul style="list-style-type: none"> • make links between the importance of love in the Bible stories studied and life in • the world today, giving a good reason for their ideas <p>Make sense of belief:</p> <ul style="list-style-type: none"> ▪ recognise the word 'salvation', and that Christians believe Jesus came to 'save' or 'rescue' people, e.g. by showing them how to live ▪ offer informed suggestions about what the events of Holy Week mean to Christians ▪ give examples of what Christians say about the importance of the events of Holy Week <p>Understand the impact:</p> <ul style="list-style-type: none"> ▪ make simple links between the Gospel accounts and how Christians mark the Easter events in their communities ▪ describe how Christians show their beliefs about Jesus in worship in different ways <p>Make connections:</p> <p>raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday', giving good reasons for their suggestions</p>	<p>To use accurate terminology to describe the beliefs and practises of others</p> <p>To treat all religious artefacts with respect</p> <p>To justify their opinions and explain their thinking</p>	<p>The children have an attitude of tolerance and respect to those with beliefs that differ from their own.</p> <p>Children reflect on their own morals and beliefs.</p> <p>Children will develop their spiritual, moral, social and cultural understanding.</p> <p>Children are able to articulate and justify their opinions.</p>
	<p>3 How is faith expressed in Sikh communities and traditions?</p>	<p>Make sense of belief:</p> <ul style="list-style-type: none"> ▪ identify and describe key Sikh beliefs and values including Waheguru and Sewa ▪ explain examples of texts such as the Mool Mantar ▪ consider questions about the belief that all humans are equal to God <p>Understand the impact:</p> <ul style="list-style-type: none"> ▪ make simple connections between sacred texts and practice, e.g. in provision of food and care for those 'left out' ▪ describe how people show their Sikh identity in dress, behaviour and values <p>Make connections:</p> <ul style="list-style-type: none"> ▪ raise questions about what it means to live a good life and examine Sikh answers ▪ make links between their own ideas and values and those held dear in Sikh communities ▪ give good reasons for their views about the importance of values such as equality, community, tradition and respect <p>Make sense of belief:</p> <ul style="list-style-type: none"> ▪ identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin) 	<p>To reflect and share their opinions on religion</p> <p>To explain what they understand about their own and others faith</p> <p>To use accurate terminology to describe the beliefs and practises of others</p> <p>To compare different religions</p> <p>To treat all religious artefacts with respect</p> <p>To justify their opinions and explain their thinking</p>	<p>Children are aware of the world around them.</p> <p>The children have an attitude of tolerance and respect to those with beliefs that differ from their own</p> <p>Children reflect on their own morals and beliefs.</p> <p>Children will develop their spiritual, moral, social and cultural understanding.</p> <p>Children are able to articulate and justify their opinions.</p>



The Harlington and Sundon Academy Trust
Harlington Lower School - RE Curriculum Overview and Skills Progression



	<p>How and why do people try to make the world a better place?</p>	<ul style="list-style-type: none"> ▪ make links between religious beliefs and teachings and why people try to live and make the world a better place <p>Understand the impact:</p> <ul style="list-style-type: none"> ▪ make simple links between teachings about how to live and ways in which people try to make the world a better place (e.g. Tikkun Olam and the charity Tzedek) ▪ describe some examples of how people try to live (e.g. individuals and organisations) ▪ identify some differences in how people put their beliefs into action <p>Make connections:</p> <ul style="list-style-type: none"> ▪ raise questions and suggest answers about why the world is not always a good place, and the best ways of making it better ▪ make links between some commands for living from religious traditions, nonreligious worldviews and pupils' own ideas ▪ express their own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for their views 		
<p style="text-align: center;">4</p>	<p style="text-align: center;">1</p> <p>What are the deeper meanings of religious festivals?</p> <p>Why do some people think that life is like a journey? How do people mark the significant events of life?</p>	<p>Make sense of belief:</p> <ul style="list-style-type: none"> ▪ identify some beliefs about God in Islam, expressed in Sura 1 of the Qur'an ▪ make clear links between beliefs about God and ibadah (e.g. how God is worth worshipping; how Muslims submit to God) <p>Understand the impact:</p> <ul style="list-style-type: none"> ▪ give examples of ibadah (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve ▪ make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque) <p>Make connections:</p> <ul style="list-style-type: none"> ▪ raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslim ▪ make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas <p>Make sense of belief:</p> <ul style="list-style-type: none"> ▪ identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean ▪ offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today <p>Understand the impact:</p> <ul style="list-style-type: none"> ▪ describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean ▪ make simple links between beliefs about love and commitment and how people in at least two religious traditions live (e.g. through celebrating forgiveness, salvation and freedom at festivals) 	<p>To reflect and share their opinions on religion</p> <p>To explain what they understand about their own and others faith</p> <p>To use accurate terminology to describe the beliefs and practises of others</p> <p>To compare different religions</p> <p>To treat all religious artefacts with respect To justify their opinions and explain their thinking</p>	<p>Children are aware of the world around them.</p> <p>The children have an attitude of tolerance and respect to those with beliefs that differ from their own.</p> <p>Children reflect on their own morals and beliefs.</p> <p>Children will develop their spiritual, moral, social and cultural understanding.</p> <p>Children are able to articulate and justify their opinions.</p>



The Harlington and Sundon Academy Trust
Harlington Lower School - RE Curriculum Overview and Skills Progression



		<ul style="list-style-type: none"> ▪ identify some differences in how people celebrate commitment (e.g. different practices of marriage, Christian baptism) <p>Make connections:</p> <ul style="list-style-type: none"> ▪ raise questions and suggest answers about whether it is good for everyone to see life as a journey, and to mark the milestones ▪ make links between ideas of love, commitment and promises in religious and non-religious ceremonies ▪ give good reasons why they think ceremonies of commitment are or are not valuable today 		
	<p style="text-align: center;">2</p> <p>What is the 'Trinity' and why is it important for Christians? (God/Incarnation)</p> <p>For Christians, what was the impact of Pentecost?</p>	<p>Make sense of belief:</p> <ul style="list-style-type: none"> ▪ recognise what a 'Gospel' is and give an example of the kinds of stories it contains ▪ offer suggestions about what texts about baptism and the Trinity mean ▪ give examples of what these texts mean to some Christians today <p>Understand the impact:</p> <ul style="list-style-type: none"> ▪ describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for example) and in the way they live <p>Make connections:</p> <ul style="list-style-type: none"> ▪ make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe God is like <p>Make sense of belief:</p> <ul style="list-style-type: none"> ▪ make clear links between the story of Pentecost and Christian beliefs about the 'kingdom of God' on Earth ▪ offer informed suggestions about what the events of Pentecost in Acts 2 might mean ▪ give examples of what Pentecost means to some Christians now <p>Understand the impact:</p> <ul style="list-style-type: none"> ▪ make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the kingdom of God and how Christians live now ▪ describe how Christians show their beliefs about the Holy Spirit in worship <p>Make connections:</p> <ul style="list-style-type: none"> ▪ make links between ideas about the kingdom of God in the Bible and what people believe about following God today, giving good reasons for their ideas 	<p>To reflect and share their opinions on religion</p> <p>To explain what they understand about their own and others faith</p> <p>To use accurate terminology to describe the beliefs and practises of others</p> <p>To compare different religions</p> <p>To treat all religious artefacts with respect</p> <p>To justify their opinions and explain their thinking</p>	<p>Children are aware of the world around them</p> <p>The children have an attitude of tolerance and respect to those with beliefs that differ from their own</p> <p>Children reflect on their own morals and beliefs.</p> <p>Children will develop their spiritual, moral, social and cultural understanding.</p> <p>Children are able to articulate and justify their opinions.</p>
	<p style="text-align: center;">3</p> <p>How do festivals and family life show what matters to Jewish people?</p>	<p>Make sense of belief:</p> <ul style="list-style-type: none"> ▪ identify some beliefs about God in Judaism ▪ make clear links between beliefs about God and religious festivals <p>Understand the impact:</p> <ul style="list-style-type: none"> ▪ give examples of Jewish worship and celebrations ▪ make links between Jewish beliefs about God and a range of ways in which Jews worship (e.g. in prayer, as a family and as a community, at home and in the synagogue) 	<p>To reflect and share their opinions on religion</p> <p>To explain what they understand about their own and others faith</p> <p>To use accurate terminology to describe the beliefs and practises of others</p> <p>To compare different religions</p>	<p>Children are aware of the world around them</p> <p>The children have an attitude of tolerance and respect to those with beliefs that differ from their own</p> <p>Children reflect on their own morals and beliefs.</p>



The Harlington and Sundon Academy Trust
Harlington Lower School - RE Curriculum Overview and Skills Progression



	How is faith expressed in Hindu communities and traditions?	<p>Make connections:</p> <ul style="list-style-type: none">▪ make connections between Jewish religious festivals and those held by other faiths. <p>Make sense of belief:</p> <ul style="list-style-type: none">▪ identify the terms 'dharma', 'Sanatan Dharma' and 'Hinduism' and say what they mean▪ make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (dharma) <p>Understand the impact:</p> <ul style="list-style-type: none">▪ describe how Hindus show their faith within their families in Britain today (e.g. home puja)▪ describe how Hindus show their faith within their faith communities in Britain today (e.g. arti and bhajans at the mandir; in festivals such as Diwali)▪ identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India) <p>Make connections:</p> <ul style="list-style-type: none">▪ raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their ideas	To treat all religious artefacts with respect To justify their opinions and explain their thinking	Children will develop their spiritual, moral, social and cultural understanding. Children are able to articulate and justify their opinions.
--	---	--	---	---



The Harlington and Sundon Academy Trust

Harlington Lower School - RE Curriculum Overview and Skills Progression



Skills Progression	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Generic skills : Thinking about religion and belief	<ul style="list-style-type: none"> recall features of religious, spiritual and moral stories and other forms of religious expression recognise and name features of religions and beliefs 	<ul style="list-style-type: none"> retell religious, spiritual and moral stories identify how religion and belief is expressed in different ways identify similarities and differences in features of religions and beliefs 	<ul style="list-style-type: none"> make links between beliefs, stories and practices identify the impacts of beliefs and practices on people's lives identify similarities and differences between religions and beliefs 	<ul style="list-style-type: none"> comment on connections between questions, beliefs, values and practices describe the impact of beliefs and practices on individuals, groups and communities describe similarities and differences within and between religions and beliefs 	<ul style="list-style-type: none"> explain connections between questions, beliefs, values and practices in different belief systems recognise and explain the impact of beliefs and ultimate questions on individuals and communities explain how and why differences in belief are expressed. 	<ul style="list-style-type: none"> use religious and philosophical terminology and concepts to explain religions, beliefs and value systems explain some of the challenges offered by the variety of religions and beliefs in the contemporary world explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures.
Enquiring, investigating and interpreting	<ul style="list-style-type: none"> identify what they find interesting and puzzling in life recognise symbols and other forms of religious expression 	<ul style="list-style-type: none"> recognise that some questions about life are difficult to answer ask questions about their own and others' feelings and experiences identify possible meanings for symbols and other forms of religious expression 	<ul style="list-style-type: none"> investigate and connect features of religions and beliefs ask significant questions about religions and beliefs describe and suggest meanings for symbols and other forms of religious expression 	<ul style="list-style-type: none"> gather, select, and organise ideas about religion and belief suggest answers to some questions raised by the study of religions and beliefs suggest meanings for a range of forms of religious expression, using appropriate vocabulary 	<ul style="list-style-type: none"> suggest lines of enquiry to address questions raised by the study of religions and beliefs suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence recognise and explain diversity within religious expression, using appropriate concepts. 	<ul style="list-style-type: none"> identify the influences on, and distinguish between, different viewpoints within religions and beliefs interpret religions and beliefs from different perspectives interpret the significance and impact of different forms of religious and spiritual expression
Beliefs and teachings (what people believe)	<ul style="list-style-type: none"> recount outlines of some religious stories 	<ul style="list-style-type: none"> retell religious stories and identify some religious beliefs and teachings 	<ul style="list-style-type: none"> describe some religious beliefs and teachings of religions studied, and their importance 	<ul style="list-style-type: none"> describe the key beliefs and teachings of the religions studied, connecting them accurately with other features of the religions making some comparisons between religions 	<ul style="list-style-type: none"> explain how some beliefs and teachings are shared by different religions and how they make a difference to the lives of individuals and communities 	<ul style="list-style-type: none"> make comparisons between the key beliefs, teachings and practices of the Christian faith and other faiths studied, using a wide range of appropriate language and vocabulary



The Harlington and Sundon Academy Trust

Harlington Lower School - RE Curriculum Overview and Skills Progression



Practices and lifestyles (what people do)	<ul style="list-style-type: none"> recognise features of religious life and practice 	<ul style="list-style-type: none"> identify some religious practices, and know that some are characteristic of more than one religion 	<ul style="list-style-type: none"> describe how some features of religions studied are used or exemplified in festivals and practices 	<ul style="list-style-type: none"> show understanding of the ways of belonging to religions and what these involve 	<ul style="list-style-type: none"> explain how selected features of religious life and practice make a difference to the lives of individuals and communities 	<ul style="list-style-type: none"> explain in detail the significance of Christian practices, and those of other faiths studied, to the lives of individuals and communities.
Expression and language (how people express themselves)	<ul style="list-style-type: none"> recognise some religious symbols and words 	<ul style="list-style-type: none"> suggest meanings in religious symbols, language and stories 	<ul style="list-style-type: none"> make links between religious symbols, language and stories and the beliefs or ideas that underlie them 	<ul style="list-style-type: none"> show, using technical terminology, how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for some symbols, stories and language 	<ul style="list-style-type: none"> explain how some forms of religious expression are used differently by individuals and communities 	<ul style="list-style-type: none"> compare the different ways in which people of faith communities express their faith.
Identity and experience (making sense of who we are)	<ul style="list-style-type: none"> identify aspects of own experience and feelings, in religious material studied 	<ul style="list-style-type: none"> respond sensitively to the experiences and feelings of others, including those with a faith 	<ul style="list-style-type: none"> compare aspects of their own experiences and those of others, identifying what influences their lives 	<ul style="list-style-type: none"> ask questions about the significant experiences of key figures from religions studied and suggest answers from own and others' experiences, including believers 	<ul style="list-style-type: none"> make informed responses to questions of identity and experience in the light of their learning 	<ul style="list-style-type: none"> discuss and express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths.
Meaning and purpose (making sense of life)	<ul style="list-style-type: none"> identify things they find interesting or puzzling, in religious materials studied 	<ul style="list-style-type: none"> realise that some questions that cause people to wonder are difficult to answer 	<ul style="list-style-type: none"> compare their own and other people's ideas about questions that are difficult to answer 	<ul style="list-style-type: none"> ask questions about puzzling aspects of life and experiences and suggest answers, making reference to the teaching of religions studied 	<ul style="list-style-type: none"> make informed responses to questions of meaning and purpose in the light of their learning 	<ul style="list-style-type: none"> express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths.
Values and commitments (making sense of right and wrong)	<ul style="list-style-type: none"> identify what is of value and concern to themselves, in religious material studied 	<ul style="list-style-type: none"> respond sensitively to the values and concerns of others, including those with a faith, in relation to matters of right and wrong 	<ul style="list-style-type: none"> make links between values and commitments, including religious ones, and their own attitudes or behaviour 	<ul style="list-style-type: none"> ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues 	<ul style="list-style-type: none"> make informed responses to people's values and commitments (including religious ones) in the light of their learning 	<ul style="list-style-type: none"> make informed responses to people's values and commitments (including religious ones) in the light of their learning They will use different techniques to reflect deeply