



Westlands First School RE Progression Document 2020 - 2021



This progression has been developed by Westlands First School and Nursery and is based upon the Worcestershire Agreed Syllabus for Religious Education 2015 – 2020. As a school, we have identified that our pupils lack real life experiences outside of their own community. It is vital that our pupils are exposed to a range of different beliefs. We also felt that our pupils find it difficult to retain information about different religions unless they are taught discretely and revisited on a regular basis (a spiral curriculum). This model ensures that our pupils revisit two key religions in each year group three times in a year through the three strands Beliefs, Ways of Life, The Big Questions, whilst teaching the core knowledge in a block. In Key Stage 2 the same religions are revisited through a more investigative approach, building upon their core knowledge from KS1.

Year R	Beliefs	How it is Expressed	Way of Life
	Which stories are special and Why? Which people are special and why? Noah's Ark The Good Samaritan The Wise Man and the Foolish Man	Which places are special and why? Which times are special and why?	Where do we belong? What is special about our world and why?
Celebrations	Christmas Story Hannukkah Diwali	Easter Story	

	Autumn	Spring	Summer
Year 1	Beliefs	Ways Of Life	The Big Questions
What do Christians believe? 1.1	<p>Christians believe in God and follow the example of Jesus</p> <p>What do Christians believe about God? (e.g. all-powerful, loving, close to every person, forgiving)</p> <p>The Bible – The Old and New Testament</p> <p>The Christmas Story</p> <p>Places of Worship/Sacred Places</p> <p>Symbols (The Cross)</p>	<p>Bible Stories – Jonah and the Whale, The Easter Story (resurrection), The Good Samaritan, Come Unto Me, The Four Friends</p> <p>The 10 Commandments</p> <p>The Golden Rule</p> <p>Linking with stories, describe some of the beliefs that Christians hold about Jesus (e.g. that he was kind to people in need, that he performed miracles, that he is the son of God, that he lives on)</p> <p>Investigate how Christians follow teaching from the Bible about how to live (e.g. prayer, worship, treating others kindly)</p>	<p>What is your idea of God?</p> <p>What is good and bad, right and wrong? How do religious stories help?</p> <p>What can we learn from Sacred Books? 1.4</p> <p>What makes some places sacred? 1.5</p>
What do Muslims believe? 1.3	<p>The Qu'ran</p> <p>Talk about simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah</p> <p>Re-tell a story about the life of the Prophet Muhammed</p> <p>Places of Worship/Sacred Places</p> <p>Symbols and dress (Recognise some objects used by Muslims and suggest why they are important)</p>	<p>Stories from the Qu'ran – Muhammed and the cat, The story of the two brothers, They crying camel, The Story of the Revelation</p> <p>Rules</p> <p>Core Beliefs - 5 Pillars of Islam, tawhid</p>	
Celebrations	<p>Christmas</p> <p>Diwali</p>	Easter	

	Autumn	Spring	Summer
Year 2	Beliefs	Ways Of Life	The Big Questions
What do Jews believe? 1.3	<p>The Torah</p> <p>Jewish people believe in God (The story of Abraham)</p> <p>Mezuzah – How the mezuzah in the home reminds Jewish people of God</p> <p>Hanukkah (Jewish Festival of Lights, including the Menorah)</p> <p>Rosh Hashanah (Jewish New Year)</p> <p>Places of worship (Synagogue)</p> <p>Teachers of the Jewish faith are called Rabbis</p> <p>The six pointed star, or 'Star of David' religious symbol</p>	<p>Recognise some ways in which Jewish people remember God (Shabbat)</p> <p>Kosher diet</p> <p>Passover (including the story of the Children of Israel being led out of Egypt by Moses)</p> <p>What do Jews believe about charity? (Jews are taught that wealth should be gained from honest work. That everyone has a responsibility to help those suffering from poverty. A balance in society between the wealthy and poor can be achieved through helping others)</p>	<p>How and why do we celebrate special and sacred times? 1.6</p> <p>What does it mean to belong to a faith community? 1.7</p> <p>How should we care for others and the world and why does it matter? 1.8</p> <p>How have different religions influenced and inspired some famous people (e.g. Mother Theresa, Dr Barnardo)</p>
What do Hindus believe? 2.8	<p>Hinduism is the oldest religion</p> <p>The word 'Hindu' comes from the name of the River Indus</p> <p>Brahman</p> <p>Brahma, Vishnu, Shiva (forms of Brahman)</p> <p>Hinduism does not just have one sacred book, but several scriptures, the Vedas, and these are written in Sanskrit</p> <p>The Mandir (Hindu Temple)</p> <p>The symbol of Aum</p>	<p>Describe some ways in which Hindus express their faith through Puja (Worship), Aarti, Bhajans</p> <p>Karma/Samsara (reincarnation)</p> <p>Cremation (the dead are burnt not buried)</p>	
Celebrations	<p>Hannukkah</p> <p>Diwali</p>	<p>Passover</p>	



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	Autumn	Spring	Summer
Year 3	Christianity	Islam	The Big Questions
2.1 What do different people believe about God?	The Trinity – Father, Son and Holy Spirit Explore how ideas about God are shown in stories and narratives e.g. encounters which help believers to understand God's relationship with people e.g. Moses and the burning bush, Jonah, Baptism of Jesus, Pentecost, the parable of the Forgiving Father	The 99 Names of Allah Recognise that Muslims do not draw Allah or the Prophet, but use a calligraphy to say what God is like Explore stories which help Muslims understand the nature of God e.g. the story of the Night of Power, The revelation of the Qur'an to Muhammed and the story of Muhammed's night journey and ascension	How are the Christian and Muslim views of God similar/different? How does believing in a God influence believers' lives? What is faith? Why is it sometimes difficult to have a faith or belief?
2.2 Why is the Bible / Quran important for Christians / Muslims today?	Introduce the Old and New Testaments in the Bible and how the bible is divided into books, chapters and verses with different types of writing (poems, letters, biographies (Gospels)). The Bible tells Christians what God is like, it tells the 'Big Story' of God's dealings with human beings. Creation Story The Fall Incarnation Salvation		Why do religions have sacred books?
2.5 Why are festivals important to Religious communities?	The Story of Lent	Ramadan Eid-ul-Fitr	What similarities and differences are there between different festivals in different religions? Why are religious festivals valuable to many people? What is worth celebrating and remembering in religious communities and in our own lives?
Celebrations	Christmas- Impact of Herad – (extending thing) Depth of understanding and progression from previous knowledge and understanding.	Ramadan and Eid-ul-Fitr	

	Autumn	Spring	Summer
Year 4	Judaism	Hinduism	Comparisons and depth of thought
What does it mean to be a Hindu/Jew in Britain today?	<ul style="list-style-type: none"> Find out about how Jews show their faith within their families. What objects might you find in a Jewish home and why? Talk about which objects and actions are most important and why. What similarities and differences are there with the family values and home rituals of pupils in the class? Explore what Jews do to show their faith within their communities. What do they do together and why? Explore Jewish community noticeboards or websites to find out what goes on in at least two different kinds of and some of the similarities and differences between what Christians do in a church. E.g. Sunday school classes, 'Messy Church', Girls Brigade, Boys' Brigade, Sunday services, different types of worship music, home groups. Possibly invite a visiting speaker to come in from both Christian and Jewish communities to discuss the involvements. Find out what Jews do to show their faith in how they help their local community. Find out about some ways in which Jews make a difference in the worldwide community. How do they show that they are Jews? See if there are local Jews who are involved in fighting for justice etc. 	<ul style="list-style-type: none"> Find out about how Hindus show their faith within their families. Note that what RE calls 'Hinduism' is called 'Sanatana Dharma' within the tradition – i.e. 'Eternal Way'. What objects might you find in a Hindu's home and why? Talk about which objects and actions are most important and why. Explore Hindu ideas about the four aims of life (punusharthas) dharma: religious or moral duty; artha: economic development, providing for family and society by honest means; kama: regulated enjoyment of the pleasures and beauty of life; moksha: liberation from the cycle of birth and rebirth; reincarnation. Compare these with pupils' goals for living. Explore Hindu ideas of karma – how actions bring good or bad karma. Find out how and why 'snakes and ladders' links with Hindu ideas of karma. Explore what Hindus do to show their tradition within their faith communities. What do they do together and why? How do the different images show the different characters and attributes of the deities? Find out about some ways in which Hindus make a difference in the world-wide community. 	<p>What similarities and differences are there with the family values and home rituals of pupils in the class?</p> <p>What can we learn from both of the religious communities?</p> <p>Can we use any of these religious community support mechanism ideas/ concepts and apply in our school community or wider community/</p> <p>How could we apply any of these community support ideas within our own community?</p>

<p>Why do Jews/Hindus think that life is like a journey and what significant experiences mark this?</p>	<ul style="list-style-type: none"> • Reflect on their own ideas about community, belonging and belief. • Explore and use the religious metaphor of life as a journey. What are the significant milestones on this journey? What other metaphors could be used for life? • Consider the value and meaning of ceremonies which mark milestones in life, particularly those associated with growing up and taking responsibility within the faith community: bar/bat mitzvah/chayil in Judaism. Explore the symbols and rituals used, and the promises made. Do non-religious people e.g. Humanists mark these moments? • What meaning do these ceremonies have to the individual, their family and their communities? • Rank, sort and order some different commitments held by believers in different religions – and by the pupils themselves. 	<ul style="list-style-type: none"> • Work with the metaphor of life as a journey: what might be the signposts, guidebooks, stopping points or traffic jams? Does religious or spiritual teaching help believers to move on in life's journey? • Consider the value and meaning of ceremonies which mark milestones in life, particularly those associated with growing up and taking responsibility within the faith community. Explore the symbols and rituals used, and the promises made. Compare alongside Judaism and their own. • What meaning do these ceremonies have to the individual, their family and their communities? • Rank, sort and order some different commitments held by believers in different religions – and by the pupils themselves. • Create a 'map of life' for a Hindu, Jewish or Christian person, showing what these religions offer to guide people through life's journey. Can anyone learn from another person's 'map of life'? Is a religion like a 'map of life'? 	<p>Review the metaphor of journeys;</p> <p>Compare journeys across both Hindus and Jews and then their own.</p> <p>What comparisons can we make between the religious communities use of the metaphor?</p> <p>What does this metaphor mean to you?</p> <p>How can we learn from their use of the metaphor for a journey?</p>
<p>Why are festivals important to Jews/ Hindus</p>	<ul style="list-style-type: none"> • Think about times in their own lives when pupils remember and celebrate significant events/people, and why and how they do this. 	<ul style="list-style-type: none"> • Consider the meanings of the stories behind key religious festivals in Judaism, Diwali in Hinduism. 	<ul style="list-style-type: none"> • Consider questions about the role of festivals in the life of Britain today: Is Comic Relief day a bigger festival than Easter? Should everyone be allowed a day off work for their festivals? Is



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	<ul style="list-style-type: none"> Consider the meanings of the stories behind key religious festivals, Pesach, Rosh Hashanah and Yom Kippur. Describe how believers express the meaning of religious festivals through symbols, sounds, actions, story and rituals. notice and think about similarities and differences between the way festival are celebrated . study key elements of festival: shared values, story, beliefs, hopes and commitments. 	<ul style="list-style-type: none"> Describe how believers express the meaning of religious festivals through symbols, sounds, actions, story and rituals. Explore the benefits of celebration to religious communities by asking some local believers: why do they keep on celebrating ancient events? ? 	<p>Christmas for the Christians or for everyone?</p> <ul style="list-style-type: none"> Can the real meaning of a festival be preserved, or do the shops and shopping always take over? Consider (using Philosophy for Children methods where possible) questions about the deep meaning of the festivals: does light conquer darkness (Diwali)? Is love stronger than death (Easter)? Can God free people from slavery (Pesach)? Is it good to say sorry (Yom Kippur)?
Celebrations	Sukkot	Holi(March)	Passover/Holi comparison