



# Woodside Academy Progression Map for *Religious Education*

**INTENT:** According to the R.E. Council, 'the ability to understand the faith or belief of individuals and communities and how these may shape their culture or behaviour, is an invaluable asset for children in modern day Britain.' At Woodside Primary Academy in line with Thurrock Agreed Syllabus for Religious Education, R.E. lessons will provoke challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human. We will encourage pupils to learn about religious and non-religious worldviews in order to discover, explore and consider different answers to these questions. They will learn to interpret, analyse, evaluate and critically respond to the claims that religious and non-religious worldviews make. Pupils will learn to express their insights and to agree or disagree respectfully. The Thurrock agreed Syllabus for Religious Education and in turn, Woodside Primary Academy School aim to:

- develop deepening knowledge and understanding about a range of religious and non-religious worldviews so that pupils can:

-describe and explain beliefs and theological concepts

-describe and explain some sources of authority and teachings within and across religious and non-religious traditions

-describe and explain ways in which beliefs are expressed

-know and understand the significance and impact of beliefs and practices on individuals, communities and societies

-connect these together into a coherent framework of beliefs and practices

- gain and deploy deepening understanding of specialist vocabulary and terms;
- know and understand about religious diversity within the region, as well as nationally and globally;
- know and understand how religion can be defined and what is meant by the term "religious and non-religious worldviews" and with increasing clarity know that these worldviews are complex, diverse and plural;
- gain and deploy skills that enable critical thinking and enquiry in relation to the material they study;
- reflect on their own thoughts, feelings, experiences, ideas, values and beliefs with increasing discernment.

Thurrock SACRE promote RE assist in the development of good teaching of Religious Education in schools and support community cohesion. At Woodside Primary Academy, we are committed to providing our children with an exciting and positive learning environment, in which they have the opportunity to develop their knowledge and understanding of religions while contributing to their spiritual, moral social and cultural development.

**Implementation:** R.E. is taught in a weekly lesson, by each class teacher. is the programme used to support the teaching of R.E. Work is recorded in R.E. books and is evidenced using a variety of outcomes as suggested by the agreed syllabus.

Religious Education taught at Woodside Academy (as set out in the newly updated Thurrock Agreed Syllabus- launched in 2022)

- offers opportunities for personal reflection and pupils' spiritual, moral, social and cultural development as it encourages pupils to examine the significance of their learning in relation to themselves and others.
- enables pupils to explore their own beliefs (whether they are religious or not), ideas, feelings, experiences and values in the light of what they learn.
- encourages empathy and respect.
- enables pupils to develop their own sense of identity and belonging.
- promotes respect for the right of others to hold different beliefs, values and ideas.

- develops an aptitude for dialogue so that they can participate positively in our society with its diverse religious and non-religious worldviews.
- enables pupils to have a nuanced and informed understanding of political, social and moral issues that they will need to face as they grow up in an increasingly globalised world.
- helps pupils deal positively with controversial issues, to manage strongly held differences of belief and to challenge stereotypes and prejudice.

As such Religious Education at Woodside Academy is central to good local, national and global citizenship. It makes a significant contribution to the active promotion of mutual respect and tolerance of others' faiths and beliefs, a fundamental British value. It prepares pupils for life in modern Britain.

Thurrock SACRE continues to work with teachers in improving the quality of teaching and learning of RE by providing regular training, and publishing updated schemes of work and materials and guidance to develop and support SMSC, Assessment for Learning and effective teaching and learning strategies.

AUT TERM	EYFS	KS1		KS2			
	<p>A1 Which people are special and why? (B)</p> <p>Christianity</p> <p>Which times are special and why? (E)</p> <p>Christianity &amp; Hinduism</p>	<p>Y1A1&amp;2: Who is a Christian and what do they believe? (B)</p> <p>Y2A1&amp;2: Who is a Muslim and what do they believe? (B)</p>		<p>Y3: Why is the Bible important to Christians today? (E)</p> <p>Y4: What can we learn from religions about deciding right and wrong? (L)</p> <p>Why is Jesus inspiring to some people? (B)</p> <p>Y5: Why do some people believe God exists? (B)</p> <p>What would Jesus do? Can we live by the values of Jesus in the twenty-first century? (B)</p> <p>Y6: What matters most to Christians and to Humanists</p>			
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
KNOWLEDGE	<ul style="list-style-type: none"> <li>- Children can talk about people who are special to them.</li> <li>- Say what makes their family and friends special to them.</li> <li>- Children can identify some of the qualities of a good friend.</li> </ul>	<ul style="list-style-type: none"> <li>- Talk about the fact that Christians believe in God and follow the example of Jesus.</li> <li>- Recognise some Christian symbols and images used to express ideas about God.</li> <li>- Talk about some simple ideas about</li> </ul>	<ul style="list-style-type: none"> <li>- Talk about the fact that Muslims believe in God (Allah) and follow the example of the Prophet Muhammad identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr.</li> <li>- Recognise that Muslims do not</li> </ul>	<ul style="list-style-type: none"> <li>- Recall and name some Bible stories that inspire Christians.</li> <li>- Identify at least two ways Christians use the Bible in everyday life.</li> <li>- Make connections between stories in the Bible and what Christians believe</li> </ul>	<ul style="list-style-type: none"> <li>- Recall and talk about some rules for living in religious traditions.</li> <li>- Find out at least two teachings from religions about how to live a good life.</li> <li>- Give examples of rules for living from religions and suggest ways in which they</li> </ul>	<ul style="list-style-type: none"> <li>- Define the terms theist, atheist and agnostic and give examples of statements that reflect these beliefs.</li> <li>- Give two reasons why a Christian believes in God and one why an atheist does not.</li> </ul>	<ul style="list-style-type: none"> <li>- Identify the values found in stories and texts.</li> <li>- Suggest ideas about why humans can be both good and bad, making links with Christian and Humanist ideas.</li> <li>- Describe what Christians mean about humans being</li> </ul>

	<ul style="list-style-type: none"> <li>- Children can reflect on the question 'Am I a good friend?'</li> <li>- Children can recall and talk about stories of Jesus as a friend to others.</li> <li>- Children can recall stories about special people in other religions and talk about what we can learn from them.</li> </ul> <p>A2:</p> <ul style="list-style-type: none"> <li>- Children can say why Christmas and a festival from another faith (Diwali) is a special time for Christians/ members of the other faith.</li> <li>- Children can give examples of special occasions and suggest features of a good celebration.</li> <li>- Children can recall simple stories connected with Christmas and Diwali.</li> </ul>	<p>Christian beliefs about God and Jesus.</p> <ul style="list-style-type: none"> <li>- Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means.</li> <li>- Talk about issues of good and bad, right and wrong arising from the stories.</li> <li>- Ask some questions about believing in God and offer some ideas of their own.</li> </ul> <p><i>Stories:</i>  <i>The lost son</i>  <i>The good Samaritan</i>  <i>(The good stranger</i>  <i>Butterworth and Inkpen)</i></p> <p>Identify some ways Christians celebrate Christmas.</p> <p>Retell stories connected with Christmas</p>	<p>draw Allah or the Prophet, but use calligraphy to say what God is like.</p> <ul style="list-style-type: none"> <li>- Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah.</li> <li>- Re-tell a story about the life of the Prophet Muhammad.</li> <li>- Recognise some objects used by Muslims and suggest why they are important.</li> <li>- Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel.</li> <li>- Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion. Compare a Christmas and a Christian festival to Eid-ul-Fitr.</li> </ul>	<p>about creation, the Fall and salvation.</p> <ul style="list-style-type: none"> <li>- Give examples of how and suggest reasons why Christians use the Bible today.</li> <li>- Describe some ways Christians say God is like, with examples from the Bible, using different forms of expression.</li> <li>- Discuss their own and others' ideas about why humans do bad things and how people try to put things right</li> </ul> <p><i>Stories:</i>  <i>Recap creation</i>  <i>Adam and Eve</i>  <i>The lost son</i>  <b>Stories about Jesus forgiving people:</b>  <b>The Paralysed man let through the roof (Mark 2: 1-12)</b>  <b>Zacchaeus (Luke 19:1-10)</b></p>	<p>might help believers with difficult decisions.</p> <ul style="list-style-type: none"> <li>- Make connections between stories of temptation and why people can find it difficult to be good.</li> <li>- Give examples of ways in which some inspirational people have been guided by their religion.</li> <li>- Discuss their own and others' ideas about how people decide right and wrong.</li> <li>- Ask questions raised by the stories and life of Jesus and followers today, and give examples of how Christians are inspired by Jesus.</li> <li>- Suggest some ideas about good ways to treat others, arising from their learning.</li> <li>- Make connections between some of Jesus' teachings and the way Christians live today.</li> <li>- Describe how Christians celebrate</li> </ul>	<ul style="list-style-type: none"> <li>- Outline clearly a Christian understanding of what God is like, using examples and evidence.</li> <li>- Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging.</li> <li>- Express thoughtful ideas about the impact of believing or not believing in God on someone's life.</li> <li>- Present different views on why people believe in God or not, including their own ideas.</li> <li>- Make connections between some of Jesus' teachings and the way Christians live today.</li> <li>- Discuss their own ideas about the importance of values to live by, comparing them to Christian ideas.</li> <li>- Outline Jesus' teaching on how his</li> </ul>	<p>made in the image of God and being 'fallen', giving examples.</p> <ul style="list-style-type: none"> <li>- Describe some Christian and Humanist values simply.</li> <li>- Express their own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others they have studied.</li> <li>- Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view.</li> </ul>
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					<p>Holy Week and Easter Sunday.</p> <ul style="list-style-type: none"> <li>- Identify the most important parts of Easter for Christians and say why they are important.</li> <li>- Give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter.</li> </ul>	<p>followers should live.</p> <ul style="list-style-type: none"> <li>- Offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live.</li> <li>- Explain the impact Jesus' example and teachings might have on Christians today.</li> <li>- Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today.</li> </ul>	
<b>S K I L L S</b>	<p>Listen and respond to religious stories.</p> <p>Learn new vocabulary.</p> <p>Understand that some places are special to members of their community.</p> <p>Recognise that people have different beliefs</p>	<p>Give one example of a belief or practice, e.g. a festival, worship or ritual and be able to explain the meaning behind them.</p> <p>Listen and respond to religious and moral stories.</p> <p>Explain how people belong to a faith community.</p>	<p>Give examples of at least 3 different beliefs/practices</p> <p>Notice similarities and differences between different religions and worldviews.</p> <p>Retell and explain possible meaning for religious and moral stories.</p>	<p>Use specific religious vocabulary to explain the impact of religious and non-religious celebrations.</p> <p>Raise questions to moral and religious questions.</p> <p>Explain how religious beliefs can communicate</p>	<p>Describe and make connections on some religious beliefs and practices</p> <p>Show awareness, describe and interpret a range of stories, sacred writings, poems, hymns and prayers.</p> <p>Develop an understanding of</p>	<p>Using religious vocabulary, compare 2 examples of celebrations marking key points in life's journey (including pilgrimage)</p> <p>Demonstrate an understanding of the impact of sources of wisdom</p>	<p>Show awareness, respond to and interpret a range of stories, sacred writings and sources of wisdom, recognising and understanding the impact within different communities and on individual believers.</p>

	<p>and celebrate special times in different ways.</p>	<p>Suggest two different ways of expressing identity or belonging.</p> <p>Develop curiosity and wonder about the world.</p>	<p>Explore, ask and respond to questions.</p> <p>Talk and ask questions about how humans show care and concern for each other and the world around them.</p>	<p>meaning to an individual followers.</p> <p>Give 2 examples of how followers show they belong to a faith community.</p> <p>Identify two shared values in faith communities.</p>	<p>the impact on individual believers when interpreting the stories, poems, hymns and prayers.</p> <p>Show an understanding of the challenges individuals may face belonging to a faith community and demonstrate how it may help them. Explore how some religious people are guided by their religious leaders.</p> <p>Illustrate how diverse communities can live together respectfully sharing the same important values and sense of responsibilities.</p>	<p>on individuals and give examples of how they connect to different communities.</p> <p>Recognise the challenges of commitment for individuals belonging to a living faith. Raise questions on how faith today is shaped by identity, religious guidance and leadership both past and present</p> <p>Describe the diversity of local and national communities. Identify some shared communal values and responsibilities.</p>	<p>Compare how and why a range of beliefs expression and actions communicate different meaning to individuals within communities. Identify and describe similarities and differences between and within communities</p> <p>Present a range of views and answers to challenging questions about belonging, meaning and values</p> <p>Explain how diverse communities can live together identifying common values, justice, respect and</p>
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							shared human responsibility. Use personal and critical responses to challenge how individual and collective responsibility is shaped by faith and belief
SPR TERM	<b>EYFS</b> Which places are special and why? (E) Christianity & Islam  Which stories are special and why? (B) Christianity & Islam	<b>KS1</b> <b>Y1SP1:</b> What does it mean to belong to a faith community? (L) Christianity & Islam <b>Y1SP2:</b> How and why do we celebrate special and sacred times? Just Christianity (E) <b>Y2SP1&amp;2:</b> What can we learn from sacred books? (B) Christianity & Islam		<b>KS2</b> <b>Y3:</b> What do different people believe about God? (B) Christianity, Islam and Hinduism.  <b>Y4:</b> Why is Jesus inspiring to some people? (B) Why are festivals important? (E) Y5: What are the consequences in religion today due to the Reformation? (school choice) If God is everywhere why go to a place of worship? (E) Y6: What do religions say to us when life gets hard? (B)			
	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
	<b>K N O W L E D G E</b> - Talk about somewhere that is special to themselves, saying why. - Be aware that some religious people have places which have special meaning for them.	- Talk about what is special and of value about belonging to a group that is important to them - Show an awareness that some people belong to different religions.	- Talk about some of the stories that are used in religion and why people still read them. - Recognise some ways in which Christians and Muslims treat their sacred books.	- Identify beliefs about God that are held by Christians, Hindus and/or Muslims. - Retell and suggest the meanings of stories from sacred texts about people who encountered God.	- Recognise and identify some differences between religious festivals and other types of celebrations. - Retell some stories behind festivals (e.g. Christmas, Divali). - Make connections between stories,	- Recall and name some key features of places of worship studied. - Find out about what believers say about their places of worship. - Make connections between how believers feel about	- Raise thoughtful questions and suggest some answers about life, death, suffering, and what matters most in life. - Give simple definitions of some key terms to do with life after death, e.g.

	<ul style="list-style-type: none"> <li>- Talk about the things that are special and valued in a place of worship.</li> <li>- Identify some significant features of sacred places.</li> <li>- Recognise a place of worship.</li> <li>- Talk about some religious stories.</li> <li>- Recognise some religious words, e.g. about God.</li> <li>- Identify some of their own feelings in the stories they hear.</li> <li>- Identify a sacred text e.g. Bible, Qur'an.</li> <li>- Talk about what Jesus teaches about keeping promises and say why keeping promises is a good thing to do.</li> <li>- Talk about what Jesus teaches about saying 'thank you', and why it is good to thank and be thanked.</li> </ul>	<ul style="list-style-type: none"> <li>- 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.</li> <li>- Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean.</li> <li>- Identify two ways people show they belong to each other when they get married.</li> <li>- Respond to examples of co-operation between different people.</li> </ul> <p>Stories: The lost coin (Christianity) The ten silver coins story- Butterworth and Inkpen</p> <p>The boy who threw stones at trees (Islam in syllabus)</p>	<ul style="list-style-type: none"> <li>- Recognise that sacred texts contain stories which are special to many people and should be treated with respect.</li> <li>- Re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories.</li> <li>- Ask and suggest answers to questions arising from stories Jesus told and from another religion.</li> <li>- Talk about issues of good and bad, right and wrong arising from the stories.</li> </ul>	<ul style="list-style-type: none"> <li>- Describe some of the ways in which Christians Hindus and/or Muslims describe God.</li> <li>- Ask questions and suggest some of their own responses to ideas about God.</li> <li>- Suggest why having a faith or belief in something can be hard.</li> <li>- Identify how and say why it makes a difference in people's lives to believe in God.</li> </ul> <p>Stories: Moses Saint Paul is knocked off his horse by God's light.</p>	<p>symbols and beliefs with what happens in at least two festivals.</p> <ul style="list-style-type: none"> <li>- Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid).</li> <li>- Identify similarities and differences in the way festivals are celebrated within and between religions.</li> <li>- Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives.</li> </ul>	<p>places of worship in different traditions.</p> <ul style="list-style-type: none"> <li>- Select and describe the most important functions of a place of worship for the community.</li> <li>- Give examples of how places of worship support believers in difficult times, explaining why this matters to believers.</li> <li>- Present ideas about the importance of people in a place of worship, rather than the place itself.</li> </ul>	<p>salvation, heaven, reincarnation.</p> <ul style="list-style-type: none"> <li>- Express ideas about how and why religion can help believers when times are hard, giving examples.</li> <li>- Outline Christian, Hindu and/or nonreligious beliefs about life after death.</li> <li>- Explain some similarities and differences between beliefs about life after death.</li> <li>- Explain some reasons why Christians and Humanists have different ideas about an afterlife</li> </ul>
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		<p>Identify a special time they celebrate and explain simply what celebration means.</p> <ul style="list-style-type: none"> <li>- Identify some ways Christians celebrate Easter.</li> <li>- Retell stories connected with Easter and say why these are important to Christians.</li> </ul>					
<b>S K I L L S</b>	<p>Listen and respond to religious stories.</p> <p>Learn new vocabulary.</p> <p>Understand that some places are special to members of their community.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>Give one example of a belief or practice, e.g. a festival, worship or ritual and be able to explain the meaning behind them.</p> <p>Listen and respond to religious and moral stories.</p> <p>Explain how people belong to a faith community.</p> <p>Suggest two different ways of</p>	<p>Give examples of at least 3 different beliefs/practices</p> <p>Notice similarities and differences between different religions and worldviews.</p> <p>Retell and explain possible meaning for religious and moral stories.</p> <p>Explore, ask and respond to questions.</p>	<p>Use specific religious vocabulary to explain the impact of religious and non-religious celebrations.</p> <p>Raise questions to moral and religious questions.</p> <p>Explain how religious beliefs can communicate meaning to an individual followers.</p>	<p>Describe and make connections on some religious beliefs and practices</p> <p>Show awareness, describe and interpret a range of stories, sacred writings, poems, hymns and prayers.</p> <p>Develop an understanding of the impact on individual believers when interpreting the</p>	<p>Year 5</p> <p>Using religious vocabulary, compare 2 examples of celebrations marking key points in life's journey (including pilgrimage)</p> <p>Demonstrate an understanding of the impact of sources of wisdom on individuals and give examples of</p>	<p>Show awareness, respond to and interpret a range of stories, sacred writings and sources of wisdom, recognising and understanding the impact within different communities and on individual believers.</p> <p>Compare how and why a range of beliefs expression and actions communicate</p>



		<p>expressing identity or belonging.</p> <p>Develop curiosity and wonder about the world.</p>	<p>Talk and ask questions about how humans show care and concern for each other and the world around them.</p>	<p>Give 2 examples of how followers show they belong to a faith community.</p> <p>Identify two shared values in faith communities.</p>	<p>stories, poems, hymns and prayers.</p> <p>Show an understanding of the challenges individuals may face belonging to a faith community and demonstrate how it may help them. Explore how some religious people are guided by their religious leaders.</p> <p>Illustrate how diverse communities can live together respectfully sharing the same important values and sense of responsibilities.</p>	<p>how they connect to different communities.</p> <p>Recognise the challenges of commitment for individuals belonging to a living faith. Raise questions on how faith today is shaped by identity, religious guidance and leadership both past and present</p> <p>Describe the diversity of local and national communities. Identify some shared communal values and responsibilities.</p>	<p>different meaning to individuals within communities. Identify and describe similarities and differences between and within communities</p> <p>Present a range of views and answers to challenging questions about belonging, meaning and values</p> <p>Explain how diverse communities can live together identifying common values, justice, respect and shared human responsibility. Use personal and critical responses to</p>
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							challenge how individual and collective responsibility is shaped by faith and belief
<b>SUM TERM</b>	<b>EYFS</b> What is special about our world? (L) Christianity & Islam Being special: where do we belong?(L)	<b>KS1</b> <b>Y1:</b> What makes some places sacred? (E) Christianity & Islam <b>Y2:</b> How should we care for others and the world? (L)		<b>KS2</b> Y3: What does it mean to be a Christian in Britain today? (L) Why do some people think life is a journey? (E) Focus on Christian and Hindu Y4: What does it mean to be a Hindu in Britain today? (L) Y5: What does it mean to be a Muslim in Britain today? (L) Y6: Is it better to express beliefs in art of charity?(E)			
	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>K N O W L E D G E</b>	- Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world. -Re-tell stories, talking about what they say about the world, God, human beings. - Think about the wonders of the natural world, expressing ideas and feelings. - Express ideas about how to look	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. - 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	- Talk about how religions teach that people are valuable, giving simple examples. - Recognise that some people believe God created the world and so we should look after it. -Re-tell Bible stories and stories from another faith about caring for others and the world. - Identify ways that some people make a response to God by caring for others and the world.	- Identify and name examples of what Christians have and do in their families and at church to show their faith. - Ask good questions about what Christians do to show their faith. - Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings. - Describe some ways in which	- Identify and name examples of what Hindus have and do in their families and at mandir to show their faith. - Ask good questions about what Hindus do to show their faith. - Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and	- Describe the Five Pillars of Islam and give examples of how these affect the everyday lives of Muslims. - Identify three reasons why the Holy Qur'an is important to Muslims, and how it makes a difference to how they live. - Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad.	- Respond with ideas of their own to the title question. - Find out about religious teachings, charities and ways of expressing generosity. - Describe and make connections between examples of religious creativity (buildings and art). - Show understanding of the value of sacred buildings and art. - Suggest reasons why some believers see generosity and

	<p>after animals and plants.</p> <ul style="list-style-type: none"> <li>- Talk about what people do to mess up the world and what they do to look after it.</li> <li>- Re-tell religious stories making connections with personal experiences.</li> <li>- Share and record occasions when things have happened in their lives that made them feel special.</li> <li>- Recall simply what happens at a traditional Christian infant baptism and dedication.</li> </ul>	<ul style="list-style-type: none"> <li>- Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe.</li> <li>- Ask good questions during a school visit about what happens in a church or mosque.</li> </ul>	<ul style="list-style-type: none"> <li>- Talk about issues of good and bad, right and wrong arising from the stories.</li> <li>- Talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more.</li> <li>- Use creative ways to express their own ideas about the creation story and what it says about what God is like.</li> </ul> <p><b>What Jesus says in Matthew 6:26 about how people are more valuable than birds.</b></p> <p><b>Four friends take the paralysed man to Jesus (Luke 5:17-26) and Jesus Special friends (Luke 5:7-11)</b></p>	<p>Christian express their faith through hymns and modern worship songs.</p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- 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.</li> </ul> <p>Stories: The last supper Rosa Parks</p> <ul style="list-style-type: none"> <li>- Recall and name some of the ways religions mark milestones of commitment (including marriage).</li> <li>- Identify at least two promises made by believers at these</li> </ul>	<p>teachings about aims and duties in life.</p> <ul style="list-style-type: none"> <li>- Describe some ways in which Hindus express their faith through puja, aarti and bhajans.</li> <li>- 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.</li> <li>- 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.</li> </ul>	<ul style="list-style-type: none"> <li>- Describe and reflect on the significance of the Holy Qur'an to Muslims.</li> <li>- Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils.</li> <li>- Make connections between the key functions of the mosque and the beliefs of Muslims.</li> </ul>	<p>charity as more important than buildings and art.</p> <ul style="list-style-type: none"> <li>- Apply ideas about values and from scriptures to the title question.</li> </ul>
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				<p>ceremonies and say why they are important.</p> <ul style="list-style-type: none"><li>- Suggest why some people see life as a journey and identify some of the key milestones on this journey.</li><li>- Describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean.</li><li>- Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people.</li><li>- Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief.</li></ul>			
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				Stories: John the Baptist Jesus is baptized			
<b>S K I L S</b>	<p>Listen and respond to religious stories.</p> <p>Learn new vocabulary relating to religions</p> <p>Understand that some places are special to members of their community.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>ELG: Know some similarities and differences between different religious and cultural communities.</p>	<p>Give one example of a belief or practice, e.g. a festival, worship or ritual and be able to explain the meaning behind them.</p> <p>Listen and respond to religious and moral stories.</p> <p>Explain how people belong to a faith community.</p> <p>Suggest two different ways of expressing identity or belonging.</p> <p>Develop curiosity and wonder about the world.</p>	<p>Give examples of at least 3 different beliefs/practices</p> <p>Notice similarities and differences between different religions and worldviews.</p> <p>Retell and explain possible meaning for religious and moral stories.</p> <p>Explore, ask and respond to questions.</p> <p>Talk and ask questions about how humans show care and concern for each other and the world around them.</p>	<p>Use specific religious vocabulary to explain the impact of religious and non-religious celebrations.</p> <p>Raise questions to moral and religious questions.</p> <p>Explain how religious beliefs can communicate meaning to an individual followers.</p> <p>Give 2 examples of how followers show they belong to a faith community.</p> <p>Identify two shared values in faith communities.</p>	<p>Describe and make connections on some religious beliefs and practices</p> <p>Show awareness, describe and interpret a range of stories, sacred writings, poems, hymns and prayers.</p> <p>Develop an understanding of the impact on individual believers when interpreting the stories, poems, hymns and prayers.</p> <p>Show an understanding of the challenges individuals may face belonging to a</p>	<p>Using religious vocabulary, compare 2 examples of celebrations marking key points in life's journey (including pilgrimage)</p> <p>Demonstrate an understanding of the impact of sources of wisdom on individuals and give examples of how they connect to different communities.</p> <p>Recognise the challenges of commitment for individuals belonging to a living faith. Raise questions on how</p>	<p>Show awareness, respond to and interpret a range of stories, sacred writings and sources of wisdom, recognising and understanding the impact within different communities and on individual believers.</p> <p>Compare how and why a range of beliefs expression and actions communicate different meaning to individuals within communities. Identify and describe similarities and differences</p>

					<p>faith community and demonstrate how it may help them. Explore how some religious people are guided by their religious leaders.</p> <p>Illustrate how diverse communities can live together respectfully sharing the same important values and sense of responsibilities.</p>	<p>faith today is shaped by identity, religious guidance and leadership both past and present</p> <p>Describe the diversity of local and national communities. Identify some shared communal values and responsibilities.</p>	<p>between and within communities</p> <p>Present a range of views and answers to challenging questions about belonging, meaning and values</p> <p>Explain how diverse communities can live together identifying common values, justice, respect and shared human responsibility. Use personal and critical responses to challenge how individual and collective responsibility is shaped by faith and belief</p>
IMPACT							

At Woodside Primary Academy, we seek to ensure that all pupils in our school are educated to develop spiritually, academically, emotionally and morally to enable them to better understand themselves and others and to cope with the opportunities, challenges and responsibilities of living in a rapidly changing, multicultural world. Regular assemblies and celebrations of religious and non-religious festivals and events, implemented alongside weekly R.E. lessons, will help to celebrate the diversity of the wider community in Thurrock, including their beliefs, traditions, culture, language and history.

EYFS		KS1		KS2		
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Children will be able to:  To understand beliefs and teachings	Children will be able to:  To understand beliefs and teachings	Children will be able to:  <ul style="list-style-type: none"> <li>Describe some of the teachings of a religion.</li> <li>Describe some of the main festivals or celebrations of a religion.</li> </ul>	Children will be able to:  <ul style="list-style-type: none"> <li>Describe some of the teachings of a religion.</li> <li>Describe some of the main festivals or celebrations of a religion.</li> </ul>	Children will be able to:  <ul style="list-style-type: none"> <li>Present the key teachings and beliefs of a religion.</li> <li>Refer to religious figures and holy books to explain answers.</li> </ul>	<ul style="list-style-type: none"> <li>Explain how some teachings and beliefs are shared between religions.</li> <li>Explain how religious beliefs shape the lives of individuals and communities.</li> </ul>
	To understand practices and lifestyles	To understand practices and lifestyles	<ul style="list-style-type: none"> <li>Recognise, name and describe some religious artefacts, places and practices.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise, name and describe some religious artefacts, places and practices.</li> </ul>	<ul style="list-style-type: none"> <li>Identify religious artefacts and explain how and why they are used.</li> <li>Describe religious buildings and explain how they are used.</li> <li>Explain some of the religious practices of both clerics and individuals.</li> </ul>	<ul style="list-style-type: none"> <li>Explain the practices and lifestyles involved in belonging to a faith community.</li> <li>Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles.</li> <li>Show an understanding of the role of a spiritual leader.</li> </ul>

	To understand how beliefs are conveyed	To understand how beliefs are conveyed	<ul style="list-style-type: none"> <li>• Name some religious symbols.</li> <li>• Explain the meaning of some religious symbols.</li> </ul>	<ul style="list-style-type: none"> <li>• Name some religious symbols.</li> <li>• Explain the meaning of some religious symbols.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify religious symbolism in literature and the arts.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain some of the different ways that individuals show their beliefs.</li> </ul>
	To reflect	To reflect	<ul style="list-style-type: none"> <li>• Identify the things that are important in their own lives and compare these to religious beliefs.</li> <li>• Relate emotions to some of the experiences of religious figures studied.</li> <li>• Ask questions about puzzling aspects of life.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the things that are important in their own lives and compare these to religious beliefs.</li> <li>• Relate emotions to some of the experiences of religious figures studied.</li> <li>• Ask questions about puzzling aspects of life.</li> </ul>	<ul style="list-style-type: none"> <li>• Show an understanding that personal experiences and feelings influence attitudes and actions.</li> <li>• Give some reasons why religious figures may have acted as they did.</li> <li>• Ask questions that have no universally agreed answers.</li> <li>• Explain how beliefs about right and wrong affect people's behaviour.</li> <li>• Describe how some of the values held by communities or individuals affect behaviour and actions.</li> <li>• Discuss and give opinions on stories involving moral dilemmas</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings.</li> <li>• Explain their own ideas about the answers to ultimate questions.</li> <li>• Explain why their own answers to ultimate questions may differ from those of others.</li> <li>• Explain why different religious communities or individuals may have a different view of what is right and wrong.</li> <li>• Show an awareness of morals and right and wrong beyond rules (i.e. wanting to act in a certain way despite rules).</li> <li>• Express their own values and remain respectful of those with different values.</li> </ul>



**B= Believing** (Religious beliefs, teachings, sources; questions about meaning, purpose and truth).

**E = Expressing** (Religious and spiritual forms of expression; questions about identity and diversity).

**L= Living** (Religious practices and ways of living; questions about values and commitments)