

Wrockwardine Wood CE Junior School

Religious Education Progression Document



At Wrockwardine Wood CE Junior School, our RE curriculum is delivered on a two year rolling cycle. Therefore, this progression document sets out the end points for year 4 and year 6. Pupils in year 3 and 5 should achieve the same substantive knowledge in each topic as their peers in year 4 and 6 respectively, as topics are not revisited the following year. Progress in pupils' disciplinary skills and knowledge will develop more gradually, and as such the Personal Knowledge section of this document includes end points for each year group.

Types of knowledge	Year 3	Year 4	Year 5	Year 6
Substantive Cycle A	I know religious stories about living harmoniously I know what happens in a gurdwara I know who Guru Nanak was and why he is important to Sikh people I know what it is like for Christians to follow God I know the events of Pentecost and its impact on believers then and now I know what Muslims use when they pray and why		I know what Sewa is and how it influences the lives of Sikh people I know why Christians believe Jesus to be the Messiah I know about religious and non-religious worldviews, such as Humanism and Atheism I know how Christians' beliefs about Jesus influence their lives as individuals I know what a holy and loving God means for Christians I know why the Qur'an is treated with such respect by Muslims	
Substantive Cycle B	I know what Christians learn from the creation story I know what it means to be a Sikh in Britain today I know what kind of world Christians believe Jesus wanted I know why Christians call the day Jesus died Good Friday I know how life is like a journey for Christians and Muslims I know how the five pillars of Islam help Muslims to express their faith		I know Christian and scientific views of creation and consider how they complement and/or conflict I know why some Sikhs choose to become part of the Khalsa and what this means for them and their lives I know about Christian Aid and Islamic relief and consider whether they can change the world I know the difference Jesus's resurrection makes for Christians I know how Christians believe that following God can bring freedom and justice I know that we live in a multi-faith community and consider how we can make it a more respectful place	

Curriculum area	Year 3	Year 4	Year 5	Year 6
<p>Ways of knowing</p> <p>Explore: knowing about and understanding text, beliefs and context</p> <p>Relate: identify how actions of believers are impacted by beliefs</p>	<p>I can make clear links with religious text and the concepts studied</p> <p>I can explore a wider variety of forms of religious literature found in a range of sacred books</p> <p>I can discuss and offer opinions on what texts might mean to believers</p> <p>I can make clear links between religious text, beliefs and practices (e.g. The Last Supper, salvation and Communion)</p> <p>I can identify the main characteristics of an act of worship and discuss the importance of worship for believers</p> <p>I can show understanding of the ways of belonging to religions and what these involve (e.g. baptism)</p> <p>I can show an understanding of how religious beliefs, ideas and feelings can be expressed in a variety of forms (e.g. symbols and art work representing the Trinity)</p> <p>I can investigate some features of key religious festivals and celebrations and identify similarities and differences in how different faiths recognise key times</p>		<p>I can outline the timeline of the 'big story' of the Bible, explaining the place within it of the core concepts studied</p> <p>I can explain connections between key theological terms and religious texts</p> <p>I can suggest meanings for religious texts and compare their ideas both within the class and also with ways in which people of faith interpret those texts</p> <p>I can understand and explain the connection between religious text and what people of faith believe, how they behave in their own lives, in their faith communities and the view they have of the wider world</p> <p>I can identify the influences on, and distinguish between, different viewpoints within the same religious or non-religious viewpoint (e.g. the range of beliefs about the creation of the world amongst Christians)</p> <p>I can observe and interpret a wide range of ways in which a viewpoint or belief can be expressed</p> <p>I can understand the challenges a person may face when living out their faith in today's world</p>	
<p>Personal knowledge</p> <p>Apply: understand and reflect upon how the learning can relate to our own lives and the world around us</p>	<p>I can raise questions about issues that cause people to wonder and to have faith</p> <p>I can make links with religious teachings and their personal experiences</p> <p>I can ask questions about the significant experiences of key figures from religions studied</p>	<p>I can consider how the concept studied might make a difference to how we think, live and engage with wider world around us</p> <p>I can make links with religious teachings and what we see in the world around us (e.g. laws, legal system, acts of kindness)</p> <p>I can suggest ways that we may learn from the lives of key figures from religions studied</p>	<p>I can make links between personal beliefs and actions. Understand how these can have an impact locally, nationally and internationally</p> <p>I can explain how the concepts studied have challenged or inspired their own thinking and actions</p>	<p>I can explore how beliefs can impact on the big issues of the day (e.g. the environment, poverty, injustice)</p> <p>I can present thoughtfully and with respect their own and others' views, considering how these views have been formed</p>

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Vocabulary	Trinity Good Friday The Fall sin symbols Holy Spirit Pentecost Good Friday communion Last Supper Ibadah Allah pillars of Islam Muslim Ramadan Sawm Eid-ul-Fitr Guru Nanak Guru values belief Sikhism Guru Granth Sahib Gurdwara Challenge Inspiration Turban respect		(in addition to previous vocabulary) Omnipotent eternal proverb Messiah prophecy prophet Kingdom of God holy creationist evolution justice saviour humanist scripture Qur'an Birmingham Qur'an plural society Hadith Sunnah Muhammad Sewa Langar Amritdhari Sikhs Spiritual discipline five Ks ceremony duty courageous advocacy	