

Great Corby School and Nursery



Religious Education Progression

Great Corby Primary School and Nursery

Religious Education Subject Overview Cycle A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Where do I belong? Why do we have Harvest Festivals?	What feelings can we talk about? Why do Christians celebrate the birth of Jesus?	How did Jesus affect some of the people he met?	How can we use our hands? Why do we talk about new life at Easter?	Who helps us? Who do we help?	What are special clothes? (Include Muslim families)
Class 1	Y1 What does it mean to belong to Christianity?	Y1 Prayer: Who? What? Where? Why? Christmas: Giving and Receiving	Y1 Who is Jesus? Why is he inspiring for some people?	Y1 Signs and Symbols: What do they mean to a believer? Why do Christians celebrate Easter?	Y1 What are some special places and why are some holy for some people?	Y1 Why is the prophet Muhammad an inspiration to Muslims?
Class 2	Y3 Why should we care for the world? What are some Christian stories? Is our world sacred? Harvest	Y3 How and why are rites of passage celebrated? (include Christian, Hindu and Muslim) Christmas: Advent	Y3 What can we learn from visiting sacred places?	Y3 Why do some people think Jesus is inspirational? Easter: Joy and Sadness	Y3 What does it mean to be a Hindu? What do Hindu's think?	Y3 How hard is it to forgive? What is it like to be forgiven?
Class 3	Y5 Why do people make pilgrimages? Is life like a journey?	Y5 How and why do people celebrate religious festivals? (Diwali) Christmas: Epiphany	Y5 What can we learn from the life and teaching of Jesus?	Y5 How and why do people pray? Easter: Victory	Y5 What religions are found in our communities?	Y5 Why can holding beliefs be difficult?



Great Corby Primary School and Nursery

Religious Education Subject Overview Cycle B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Where do I belong? Why do we have Harvest Festivals?	What feelings can we talk about? Why do Christians celebrate the birth of Jesus?	How did Jesus affect some of the people he met?	How can we use our hands? Why do we talk about new life at Easter?	Who helps us? Who do we help?	What are special clothes? (Include Muslim families)
Class 1	Y2 What does it mean to belong to Islam?	Y2 What are some festivals of light? (Include Diwali, Christingle and Christmas)	Y2 How did Moses inspire the Exodus?	Y2 What can we learn from visiting a church at Easter?	Y2 Why do some Muslims stop and pray?	Y2 Why are some books and stories special?
Class 2	Y4 What can we learn from religious leaders?	Y4 What do different people believe about God? (Include Christians, Hindu and Muslims) Christmas: Journeys	Y4 What do places of worship teach us about religions?	Y4 Why is Easter important to Christians?	Y4 Can we imagine live after death?	Y4 Can Christian Aid and Islamic Relief change the world?
Class 3	Y6 Why are sacred texts important? Harvest	Y6 Why does the bible matter to Christians and how is it used? Christmas	Y6 What is faith and how may it be expressed through the arts?	Y6 What is faith and how may it be expressed through the arts? Easter: Who was Jesus?	Y6 Why do humanists celebrate and why?	Y6 How can beliefs and values serve as a guide for moral decisions making? What can we learn from British Values?



Great Corby School and Nursery RE Progression Map



	Year 1 and Year 2	Year 3 and Year 4	Year 5 and Year 6
AT1 Beliefs and teachings (what people believe)	<p>Recount outcomes of some religious stories</p> <p>Retell religious stories in my own words</p> <p>Identify some religious beliefs and teachings</p>	<p>Describe some religious beliefs and teachings</p> <p>Explain why beliefs are important</p>	<p>Describe the key beliefs and teachings of religions studied</p> <p>Make accurate connections to religious beliefs</p> <p>Make comparisons between religious beliefs and teachings</p> <p>Explain how beliefs impact on individuals and the wider community</p>
AT1 Practices and lifestyles (what people do)	<p>Recognise features of religious life and practise</p> <p>Identify some religious practices</p> <p>Know that some are characteristic of more than one religion</p>	<p>Describe how some features of religions and studied are used or exemplified in festivals and practices</p> <p>Show understanding of the ways of belonging to religions and what these involve</p>	<p>Explain how selected features of religious life and practice make a difference to the lives of individuals and communities</p>
AT1 Expression and language (how people express themselves)	<p>Recognise some religious symbols and words</p> <p>Suggest meanings in religious symbols, language and stories</p>	<p>Make links between religious symbols, language and stories and the beliefs or ideas that underlie them</p>	<p>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</p> <p>Explain how some forms of religious expression are used differently by individuals and communities</p>
AT2 Identity and experience (making sense of who we are)	<p>Identify aspects of own experience and feelings, in religious material studied</p> <p>Respond sensitively to the experiences and feelings of others, including those with faith</p>	<p>Compare aspects of their own experiences and those of others, identifying what influences their lives</p>	<p>Ask questions about the significant experiences of key figures from religions studied and make informed responses to questions of identity and experience in the light of their learning</p>
AT2 Meaning and purpose (making sense of life)	<p>Identify things they find interesting or puzzling, in religious materials studied</p> <p>Realise that some questions that cause people to wonder are difficult to answer</p>	<p>Compare their own and other people's ideas about questions that are difficult to answer making reference to the teachings of religions studied</p>	<p>Make informed responses to questions of meaning and purpose in the light of their learning</p>
AT2 Values and commitments (making sense of right and wrong)	<p>Identify what is of value and concerns to themselves, in religious material studied</p> <p>Respond sensitively to the values and concerns of others, including those with a faith, in relation to matters of right and wrong</p>	<p>Make links between values and commitments, including religious ones, and their own attitudes or behaviour</p> <p>Ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues</p>	<p>Make informed responses to people's values and commitments (including religious ones) in the light of their learning</p>
Skills	<p>Ask and answer simple questions about religion using information</p> <p>Use simple resources to answer questions</p>	<p>Gather information from sources and draw out the meaning from them</p>	<p>Analyse and interpret religious sources</p>