



'Roots to grow - Wings to fly'

'Those who trust in the Lord for help will find their strength renewed. They will rise on wings like eagles; they will run and not get weary; they will walk and not grow weak. Their roots will grow down into God's love and keep them strong'. (Isaiah 40:31, Ephesians 3:17)

Our Christian Vision: We are **respectful**, we are **creative**, we are **resilient**, we are **truthful**, we **work as a team**, we are **compassionate**

Intent: At Hambleton School we understand the importance of a well-balanced RE curriculum which enables our pupils to hold balanced and well-informed conversations about religion and belief. Through the curriculum we explore our Christian values in a deeper context, understanding how different faiths interpret these values and apply them to the wider world and ourselves.

RE Progression Documents Foundation – Year 6						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Foundation Stage	<p>Which People are special and why? NYCC F2</p> <ul style="list-style-type: none"> -Talk about people who are special to them -Say what makes their family and friends special -Identify qualities of a good friend -Recall and talk about stories of Jesus being a good friend to others 	<p>Why is Christmas Special for Christians? UC F2</p> <p>Incarnation</p> <ul style="list-style-type: none"> Talk about stories of Jesus they know from the Bible. Learn the story of Jesus' birth and why this is important for Christians. Understand how Christians celebrate the birth of Jesus at Christmas. 	<p>What is special about our world? NYCC F6</p> <ul style="list-style-type: none"> Talk about things that they find wonderful or puzzling about the world. -Retell stories, talking about what they say about the world and God -Think about the wonders of the natural world -Express ideas about how to look after nature and plants -Talk about what people do to mess up the world/look after it 	<p>Why is Easter special to Christians? UC F3</p> <p>Salvation</p> <ul style="list-style-type: none"> Talk about the significance of the cross as a sign of Jesus' love -To retell the story of Easter and identify how it makes them feel 	<p>What stories are special and why? NYCC F1</p> <ul style="list-style-type: none"> -Talk about religious stories and recognise some religious words e.g. God -Identify some of their own feelings when listening to the stories -Identify a sacred text e.g. the Bible -Talk about what Jesus teaches about keeping promises 	<p>What places are special and why? NYCC F3</p> <ul style="list-style-type: none"> -Talk about somewhere that is special to themselves saying why; -be aware that some religious people have places which have special meaning for them; -get to know and use appropriate words to talk about their thoughts and feelings when visiting a church; -express a personal response to the natural world
Year 1	<p>Who is Muslim and what do they believe? Part 1 NYCC 1.2</p> <ul style="list-style-type: none"> -Talk about some simple ideas about Muslim beliefs about 	<p>Why does Christmas matter to Christians? Core unit UC</p> <p>Incarnation</p> <ul style="list-style-type: none"> -Give a clear, simple account of the story of Jesus' birth and 	<p>What makes some places sacred? NYCC1.5</p> <ul style="list-style-type: none"> -Recognise that there are special places where people go to worship, and talk 	<p>Why does Easter matter to Christians? Core unit UC</p> <p>Salvation</p> <ul style="list-style-type: none"> -Recognise that Incarnation and Salvation are part of 	<p>What does it mean to belong to a faith community? NYCC 1.7</p> <ul style="list-style-type: none"> Talk about what is special and of value about belonging to a 	<p>Who is Jewish and what do they believe? Part 1 NYCC1.3</p> <ul style="list-style-type: none"> That many people have objects in their

	<p>God, making links with some of the 99 Names of Allah. -Retell a story about the life of the Prophet Muhammad.</p> <p>-Recognise some objects used by Muslims and suggest why they are important.</p>	<p>why Jesus is important for Christians.</p> <p>-Recognise that stories of Jesus' life come from the Gospels.</p> <p>-Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas.</p> <p>-Decide what they personally have to be thankful for at Christmas time.</p>	<p>about what people do there. - 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 ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe.</p> <p>- Ask good questions during a school visit about what happens in a church, synagogue or mosque.</p>	<p>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).</p> <p>-Recognise that Jesus gives instructions about how to behave</p> <p>-Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter. -Think, talk and ask questions about whether the story of Easter has anything to say to them about sadness, hope or heaven, exploring different ideas.</p>	<p>group that is important to them.</p> <p>-Show an awareness that some people belong to different religions. -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.</p> <p>-Explore belonging through learning about infant baptism and marriage learn about symbols and actions</p>	<p>home that are 'precious' to them</p> <p>Talk about how the mezuzah in the home reminds Jewish people about God (A3).</p> <p>Talk about the fact that Jewish people believe in God (A1).</p> <p>Make links between some Jewish teachings and how Jewish people live (A2).</p> <p>Talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat (B1).</p> <p>Re-tell a story that shows what Jewish people at Shabbat might think about God, suggesting what it means (A2).</p>
Year 2	<p>What can we learn from sacred books? NYCC1.4</p> <p>Recognise some ways in which Christians, Muslims and Jewish people treat their sacred books.</p>	<p>Why does Christmas matter to Christians? UC Digging Deeper Incarnation</p> <p>-Recognise that Incarnation is part of the 'Big Story' of the</p>	<p>Who is Jewish and what do they believe? Part 2 NYCC 1.3</p> <p>Make links between some Jewish teachings and how</p>	<p>Why does Easter matter to Christians? Digging Deeper UC Salvation</p> <p>-Recognise that God, Incarnation, Gospel and Salvation are part of the 'big story'</p>	<p>Who is Muslim and what do they believe? Part 2 NYCC 1.2</p> <p>Recognise some objects used by Muslims and suggest</p>	<p>How should we care for others and the world, and why does it matter? NYCC 1.8</p> <p>Recognise that some people believe God created the world</p>

	<p>-Recognise that sacred books contain stories that are special to some people and that they should be treated respectfully. -Re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories. -Ask and suggest answers to questions arising from stories Jesus told and from another religion. -Talk about issues of good and bad, right and wrong arising from the stories.</p>	<p>Bible. -Tell the story of the birth of Jesus and recognise the link with Incarnation — Jesus is 'God on Earth'. -Give at least two examples of ways in which Christians use the nativity story in churches and at home; for example, using nativity scenes and carols to celebrate Jesus' birth. -Think, talk and ask questions about the Christmas story and the lessons they might learn from it: for example, about being kind and generous.</p>	<p>Jewish people live (A2). Express their own ideas about the value of times of reflection, thanksgiving, praise and remembrance, in the light of their learning about why Jewish people choose to celebrate in these ways (C1) — reflecting on Chanukah</p>	<p>of the Bible. -Tell stories of Holy Week and Easter and make a link with the idea of Salvation (Jesus rescuing people). -Give at least three examples of how Christians show their beliefs about Jesus as saviour in church worship. Think, talk and ask questions about whether the text has something to say to them (for example, about whether forgiveness is important), exploring different ideas.</p>	<p>why they are important (A2). Find out about and respond with ideas to examples of cooperation between people who are different (C2). Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah (A1). • Recognise some objects used by Muslims and suggest why they are important (A2). Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel (B1)</p>	<p>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. Talk about issues of good and bad, right and wrong arising from the stories. - Talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more? - Use creative ways to express their own ideas about the creation story and what it says about what God is like.</p>
Year 3	<p>What does it mean to be a Christian in Britain today? NYCC L2.7</p> <p>Describe some examples of what Christians do to show their faith, and make connections with some Christian</p>	<p>What is the 'Trinity' and why is it important for Christians? UC Incarnation</p> <p>Identify the difference between a gospel and a letter. Offer suggestions about what texts about baptism and</p>	<p>Why are festivals important to religious communities? NYCC L2.5 Easter, Diwali, Ramadan, Pesach</p> <p>Explore and suggest ideas about what is worth celebrating and remembering in religious</p>	<p>Why do Christians call the day Jesus died 'Good Friday'? UC Salvation</p> <p>Order creation, fall, incarnation, gospel and salvation within the big story. Offer suggestions for what the texts about the entry into Jerusalem</p>	<p>For Christians, when Jesus left, what was the impact of Pentecost? UC Kingdom of God</p> <p>Make clear links between the story of the Day of Pentecost and the Christian belief about the Kingdom of God on</p>	<p>What do different people believe about God? NYCC L.2.1</p> <p>Describe some of the ways in which Christians Hindus and/or Muslims describe God (A1). Ask questions and suggest some of their</p>

	<p>beliefs and teachings (A1). 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 (B2). Identify and name examples of what Christians have and do in their families and at church to show their faith (A3). Ask good questions about what Christians do to show their faith (B1). Describe some ways in which Christians express their faith through hymns and modern worship songs (A2). 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 (C2).</p>	<p>trinity might mean. Give examples of what these texts mean to some Christians today. Describe how Christians show their beliefs about God the Trinity in worship. Make links between Bible texts and the idea of God in Christianity.</p>	<p>communities and in their own lives (C1). Ask questions and give ideas about what matters most to believers in festivals (B2). Identify similarities and differences in the way festivals are celebrated within and between religions (A3). Make connections between stories, symbols and beliefs with what happens in at least two festivals (A2). Ask questions and give ideas about what matters most to believers in festivals (B2).</p>	<p>and the death and resurrection of Jesus might mean. Give examples of what the texts studied mean to some Christians. Make simple links between gospel texts and how Christians mark the Easter events in their Church communities. Describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship. Make links between some of the stories and teaching in the Bible and life in the world today.</p>	<p>Earth. Offer suggestions about what the description of Pentecost in Acts 2 might mean. Give examples of what Pentecost means to some Christians now. Make simple links between the description in Act 2, the Holy Spirit and how Christians live their lives. Make links between ideas about the Kingdom of God and what people believe about following God today.</p>	<p>own responses to ideas about God (C1). Suggest why having a faith or belief in something can be hard (B2). Identify how and say why it makes a difference in people's lives to believe in God (B1).</p>
Year 4	<p>What can we learn from religions about deciding what is right and wrong? NYCC L2.7</p>	<p>What is the Trinity and why is it important for Christians? UC Incarnation Digging Deeper</p>	<p>Why do some people think that life is like a journey and what significant experiences mark this? NYCC L2.6</p>	<p>Why do Christians call the day Jesus died 'Good Friday?' UC Salvation</p>	<p>What does it mean to be a Hindu in Britain today? NYCC L2.8</p>	<p>Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teaching about aims and duties in life. Describe some ways in</p>

	<p>Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions. Discuss their own and others' ideas about right and wrong.</p>	<p>Identify John 1 as part of a 'Gospel', noting some differences between John and the other Gospels.</p> <p>Offer suggestions for what texts about God might mean. Give examples of what the texts studied mean to some Christians.</p> <p>Describe how Christians show their beliefs about God the Trinity in the way they live. Make links between some of the texts and teachings about God in the Bible and what people believe about God in the world today, expressing some ideas of their own clearly.</p>	<p>Suggest why some people see life as a journey and identify some key milestones on this journey.</p> <p>Suggest reasons why marking the milestones of life are important to Christians, Hindus, and/or Jewish people. Link u some questions and answers about how believers show commitment with their own ideas about community, belonging and belief.</p>	<p>narrative of the Last Supper, Judas' betrayal and Peter's denial might mean.</p> <p>Give examples of what the texts studied mean to some Christians.</p> <p>Make clear links between Gospel texts and how Christians remember, celebrate and serve on Maundy Thursday, including Holy Communion.</p> <p>Describe how Christians show their beliefs about Jesus in their everyday lives: for example, prayer, serving, sharing the message and the example of Jesus.</p> <p>Raise questions and suggest answers about how serving and celebrating, remembering and betrayal, trust and standing up for your beliefs might make a difference to how pupils think and live</p>	<p>which Hindus express their faith through puja, aarti and bhajans (A2).</p> <p>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 (B2).</p> <p>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 (C2).</p>
Year 5	<p>Why do some people believe God exists? NYCC U2.1</p> <p>Outline clearly a Christian</p>	<p>Why do Christians believe Jesus was the Messiah? UC Incarnation</p>	<p>If God is everywhere why go to a place of worship? NYCC U2.3</p>	<p>What did Jesus do to save Human Beings? UC Salvation Core learning</p>	<p>What does it mean to be a Muslim in Britain today? NYCC U2.6</p>

	<p>understanding of what God is like, using examples and evidence (A2). Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging (B2). Express thoughtful ideas about the impact of believing or not believing in God on someone's life (B1). Present different views on why people believe in God or not, including their own ideas (C1).</p>	<ul style="list-style-type: none"> -Explain the place of Incarnation and Messiah within the 'big story' of the Bible. -Identify Gospel and prophecy texts, using technical terms. -Explain connections between biblical texts, Incarnation and Messiah, using theological terms. -Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas. -Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible. -Weigh up how far the idea that Jesus is the Messiah — a Saviour from God — is important in the world today and, if it is true, what difference that might make in people's lives. 	<ul style="list-style-type: none"> -Recall and name some key features of places of worship -Recount what people say these places of worship are for -To recognise the differences between Anglican and Baptist churches -Show understanding of the differences between worshiping at home and in a place of worship 	<ul style="list-style-type: none"> -Outline the timeline of the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it. -Explain what Christians mean when they say that Jesus' death was a sacrifice, using theological terms. -Suggest meanings for narratives of Jesus' death/ resurrection, comparing their ideas with ways in which Christians interpret these texts. -Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper. -Show how Christians put their beliefs into practice. Weigh up the value and impact of ideas of sacrifice in their own lives and the world today. 	<ul style="list-style-type: none"> - Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad. -Describe and reflect on the significance of the Holy Qur'an to Muslims. - Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils. - Make connections between the key functions of the mosque and the beliefs of Muslims. -Comment thoughtfully on the value and purpose of religious practices and rituals in a Muslim's daily life.
Year 6	<p>What matters most to Humanists and Christians? NYCC U2.7</p>	<p>The Jewish Faith How can faith contribute to community cohesion?</p>	<p>What difference does it make to believe in Ahimsa (harmlessness), Grace (the generosity of God) and Ummah</p>	<p>What did Jesus do to save Human beings? UC Salvation Digging Deeper</p>	<p>What kind of a king is Jesus? U.C Kingdom of God – Core learning</p> <p>What do religions say when life gets hard? NYCC U2.3</p> <p>Express ideas about how any why religion</p>

	<p>Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples (A2).</p> <p>Describe some Christian and Humanist values simply (B3).</p> <p>Express their own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others they have studied (C3). Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view (B2).</p>	<p>Describe how some stories from the Jewish scriptures can be used to explain some of life's questions</p> <p>Recognise the importance of the synagogue in Jewish life and use religious language to describe some rituals and artefacts connected with a synagogue</p> <p>Recognise the impact of being Jewish on some aspects of beliefs, values, and lifestyle.</p> <p>Think about how we all celebrate on special occasions.</p> <p>Describe why some times are special for Jews.</p> <p>Why is Esther a good heroine?</p>	<p>(community)? NYCC U2.8</p> <p>Describe what Ahimsa, Grace or Ummah mean to religious people (A1).</p> <p>Respond sensitively to examples of religious practice with ideas of their own (B2)</p> <p>Consider similarities and differences between beliefs and behaviour in different faiths (B3).</p>	<p>Explain connections between Isaiah 53, John 19 and the key concepts of Messiah, Sacrifice and Salvation, using theological terms.</p> <p>Taking account of the context(s), suggest meanings for Isaiah 53 and John 19, and compare their ideas with ways in which Christians interpret these texts as showing the idea of Jesus as a sacrifice.</p> <p>Make clear connections between the Christian concept of the sacrifice of Jesus and the idea of Salvation, and how Christians follow Jesus' example in giving themselves for others. Weigh up how far the idea of sacrifice and the example of Jesus are inspiring in the world today and in their own thinking.</p>	<p>Explain connections between biblical texts and the concept of the Kingdom of God. Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations.</p> <p>Make clear connections between belief in the Kingdom of God and how Christians put their beliefs into practice in different ways, including in worship and in service to the community. Relate Christian teachings or beliefs about God's Kingdom to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights about whether or not the world could or should learn from Christian ideas</p>	<p>can help believers when times get hard.</p> <p>Outline Christian, Hindu and/or nonreligious beliefs about life after death (A1).</p> <p>Explain some similarities and differences between beliefs about life after death (B2).</p> <p>Explain some reasons why Christians and Humanists have different ideas about an afterlife (B3).</p>