

RE Progression Framework: Themes

Belonging					
Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Belonging to the Sikh Family <u>Links with other units:</u> Y1: <i>how is someone welcomed into Christianity?</i> Y1: <i>Belonging to the Muslim Family</i></p>		<p>Judaism: Believing and Belonging <u>Links with other units:</u> Y1: <i>how is someone welcomed into Christianity?</i> Y1: <i>Belonging to the Muslim Family</i> Y1: <i>Belonging to the Sikh Family</i> Y2: <i>The Torah: God's laws for the Jews</i></p>	<p>Do all Buddhists believe and celebrate the same thing?</p>	<p>What is Worship? What is it for? (12 weeks) <u>Links with other units</u> Y1: <i>Belonging to the Muslim Family</i> Y5: <i>Sikhism: the Gurdwara</i> Y3: <i>What is a mosque for?</i> Y4: <i>Muslims in Britain and Around the World</i> Y4: <i>Diwali: Festival of Light</i> Y3: <i>Judaism: Believing and Belonging</i></p>	<p>From life to death, what role does religion play? <u>Links with other units</u> Y1: <i>Belonging to the Christian Family</i> Y1: <i>Belonging to the Muslim Family</i></p>
<p>Emerging Explain one of the 5 K's and what it means Explain how one food is eaten by a community and what it means Developing Talk about how someone's name can suggest the community they belong to Explain two of the 5K's and what they mean Secure Explain a similarity in signs of belonging across faiths Identify a sign of belonging that is associated with just one faith</p>		<p>Emerging Explain one shabbat symbol and its meaning Explain one Jewish wedding symbol or practice and its meaning Developing Suggest a reason for the kosher food laws Suggest beliefs and history underlying Hanukah traditions Secure Suggest reasons for obeying religious commands Suggest the value for a community following religious practices</p>	<p>Emerging Explain two beliefs about the Siddhartha Gautama in Buddhism Give information about one Buddhist celebration and its purpose Developing Explain the significance of Siddhartha Gautama in Buddhism and how this is shown in festivals Compare and contrast Mahayana and Theravada Buddhist traditions Secure Offer a supported view as to whether Buddhists around the world believe and celebrate the same thing or not</p>	<p>Emerging Define 'worship', with reference to examples from three religious traditions Give a view as to whether worship should happen in a special place and why, with reference to at least one named religion Developing With reference to at least three different religious examples, explain what worship is and is not Give a view as to whether humanitarian work is worship, with reference to at least two religious charitable principles and practical actions Secure Give a view as to whether Buddhist meditation and chanting is worship, with reference to Buddhist philosophy Respond to the question <i>what is worship? What is it for?</i> with reference to the subjects studied</p>	<p>Emerging Explain one action and its meaning for each rite of passage; birth, coming of age, marriage and death. Link the rites of passage to the correct religion. Explain the purpose of one rite of passage for a community. Developing Explain the purpose for a community of each rite of passage, with using key vocabulary. Suggest why all cultures have rites of passage. Secure Offer a view as to the reason why all cultures mark the same stages in life. Offer a supported view as to how religious rites of passage are.</p>

<p>Belonging to the Jewish Family/Hindu Family <u>Links with other units</u> Y1: <i>how is someone welcomed into Christianity?</i> Y1: <i>Belonging to the Muslim Family</i> Y1: <i>Belonging to the Sikh Family</i></p>					
<p>Emerging One Jewish symbol or food and what it means in Jewish life One Hindu symbol and its meaning Developing Names as signs of belonging Jewish symbols, their meaning and as signs of belonging Two things that happen at Raksha Bandhan and why Secure Comparison with Sikhi, Islam and Christianity</p>					

Sacred Books					
Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>The Guru Granth Sahib: a living guru <u>Links with other units:</u> Y1: <i>how is someone welcomed into Christianity?</i> Y1: <i>Belonging to the Muslim Family</i> Y2: <i>Why is the Qur'an a sacred book</i></p>				
	<p>Emerging Explain that a 'guru' is a teacher in Sikhism State the name of the Sikh holy book and one belief about it</p> <p>Developing Explain two ways the Guru Granth Sahib is treated and why Show two similarities between the way the GGS is treated and other holy books are treated and why</p> <p>Secure Make a connection between the way the GGS is treated and the language it is written in: Gurmurkhi Explain two differences between the GGS in Sikhism and other holy books</p>				
	<p>The Torah: God's Law for the Jews <u>Links with other units:</u> Y2: <i>Why is the Qur'an a sacred book</i> Y2: <i>Guru Granth Sahib</i></p>				

	<p>Emerging Retell a story of Moses or Abraham and state why this has been remembered in Judaism</p> <p>Developing Explain Abraham and Moses' role in Jewish history and myth Explain three types of biblical literature</p> <p>Secure Comparison with Sikhi, Islam and Christianity</p>				
--	---	--	--	--	--

Prophets & Leaders					
Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Guru Nanak: an extraordinary life <u>Links with other units</u> Y1: <i>Belonging to the Sikh Family</i> Y2: <i>Guru Granth Sahib</i></p>				
	<p>Emerging Suggest one way Guru Nanak is a special person Explain why Sikhs celebrate Guru Nanak today</p> <p>Developing Using two elements of Guru Nanak's life explain why he is special for Sikhs Using two of Guru Nanak's moral teachings, explain why Sikhs follow Guru Nanak today</p> <p>Secure Suggest whether a guru is the same as a prophet based on reasoning Show connections with other founders: Muhammad, Moses, Abraham and Jesus</p>				

Sacred Places					
Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				<p>Sikhism: the Gurdwara Links with other units Y1: <i>how is someone welcomed into Christianity?</i> Y1: <i>Belonging to the Muslim Family</i> Y2: <i>Guru Granth Sahib, a Living Guru</i> Y2: <i>The Torah: God's Law for the Jews</i> Y2: <i>Why is the Qur'an a sacred book</i> Y4: <i>Diwali: the Festival of Light</i></p>	
				<p>Emerging Name two features of the Gurdwara in Punjabi and explain their meaning Name two actions Sikhs take in the Gurdwara and explain their meaning Developing Explain how and why the Guru Granth Sahib is treated in the Gurdwara Give a view as to the value of a place of worship Secure Explain why Sikhs and Hindus celebrate Diwali and their differences Offer a supported view as to the purpose of a place of worship</p>	

Special Times					
Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			<p>Diwali: the festival of Light <u>Links with other units</u> Y3: <i>Why is Christmas a winter festival?</i> Y3: <i>Why is Easter a spring festival?</i> Y3: <i>Judaism: Believing and Belonging</i></p>		
			<p>Emerging Name two Hindu actions at Diwali and the meaning behind them Retell the story of Rama and Sita and its meaning Developing Explain three actions at modern Diwali and explain the meanings or stories underlying them Show a connection between the modern festival of Diwali and the story of Rama and Sita Secure Suggest an answer to the question <i>does a festival always have a meaning behind it?</i> Suggest a reason as to why many cultures have festivals of light in the winter</p>		

Art and Expression					
Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
					<p>Is faith always the same? What does art tell us? <u>Links with other units</u> Y1: <i>Belonging to the Muslim Family</i> Y5: <i>Sikhi, the Gurdwara</i> Y3: <i>What is a mosque for?</i> Y4: <i>Muslims in Britain and Around the World</i> Y4: <i>Diwali: Festival of Light</i> Y3: <i>Judaism: Believing and Belonging</i></p>
					<p>Emerging Describe two aspects of Islamic art and explain their meaning. Describe two aspects of Christian art and explain their meaning.</p> <p>Developing Explain how aspects of Islamic, Christian and one other religious faith can be seen in art. Offer a supported view as to how personal religious art is to the artist.</p> <p>Secure Offer a supported view as to what makes art religious. Offer a supported view as to why art within a religious tradition tends to follow similar characteristics.</p>

