

Learn together, grow together

Progression in Religious Education (RE)



In Religious Education at Medina Primary, pupils will be able to recognise and express their own values and beliefs. They will encounter different religions (Christianity, Hinduism, Judaism and Islam) and learn how to be accepting of others with differing views to their own, including those with no religious views. Pupils will leave Medina with a growing respect, tolerance and understanding of how people are different.

Please note all year groups will relate all concepts to the children's own experiences and how they relate to others before comparing them to a specific religion.

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Contextualise- Begin to talk about what is special to most Christians and most Jews.	Contextualise- Identify how most Hindus remember Krishna.	Contextualise- Identify ways in which many Christians celebrate Harvest.	Contextualise- Simply describe the term authority in Christianity.	Contextualise- Describe how some people believe the Torah and the Bible contain wisdom.	Contextualise- Begin to explain what many Christians believe Jesus' messages are.	Contextualise- Explain how most Christians and Muslims interpret ideas about God/Allah.
Autumn 2	Evaluate- Talk about the importance of Christmas for Christians.	Evaluate- Talk about the importance of the symbol of light during advent.	Evaluate- Simply describe my opinion of the angels in the Christmas story.	Evaluate- Describe my opinion on Christians showing worship to Holy Mary.	Evaluate- Describe the importance of prophecy to most Christians in the Christmas story.	Evaluate- Explain what the value of Advent symbols are to many Christians.	Evaluate- Explain the value of the two <i>interpretations</i> for Christians and describe some issues raised.
Spring 1	Communicate- Talk about clothes that are special to me.	Communicate- Talk about our own response to the concept of God.	Communicate- Simply describe how we remember events or people.	Communicate- Simply describe what Good and Evil means to me.	Communicate- Describe my response to the tree as a symbol.	Communicate- Explain how faith has been evident in my own life.	Communicate- Explain my opinion of laws and people who break them.
Spring 2	Apply- Talk about how other people feel about celebrating new life.	Apply- Identify feelings of sadness and happiness in different situations and for different people.	Apply- Simply describe situations when welcoming is or is not important.	Apply- Simply describe the significance of symbols to different people.	Apply- Describe examples of when the Empty Cross is significant.	Apply- Explain the importance of rituals in the lives of others.	Apply- Explain how other people will have different ideas about the concept of resurrection.
Summer 1	Enquire- Identify what special means.	Enquire- Identify what belonging means.	Enquire- Simply describe what storytelling means.	Enquire- Simply describe the term worship and what it means to other people.	Enquire- Describe what freedom means.	Enquire- Explain the meaning of creation.	Enquire- Explain when we participate in rituals and compare them to other people's rituals.
Summer 2	Contextualise- Identify what people may have learnt from Jesus' stories.	Contextualise- Identify how stories of Jesus changed peoples' lives.	Contextualise- Identify and talk about how the concept of ritual is shown within the aarti ceremony.	Contextualise- Simply describe how ritual is expressed by many Christians.	Contextualise- Describe how and why the symbols of bread and wine are used by many Christians.	Contextualise- Explain what authority means to Muslim people and how they recognise the authority of the Qur'an.	Contextualise- Explain how different cultures and religions express their ideas about rites of passage.