



## Chapel End Primary School Progression in Religious Education.

<b>Reception</b>	
<b>KEY QUESTION: WHERE DO WE BELONG?</b>	
Investigations could consider focus questions and issues such as:	Pupils will be taught to:
<p>What is a neighbour?</p> <p>Who are our neighbours and how should we treat them?</p> <p>Where are special places in our community?</p> <p>How do special times help us belong?</p> <p>What are our community symbols?</p>	<p>Recall some parts of religious stories from at least 2 religions</p> <p>Talk about people and situations important to themselves within the school community</p> <p>Talk about people and situations important to themselves within their family community</p> <p>Begin to ask questions</p>
<p><b>The Field of Enquiry must be applied to all planning to ensure the syllabus is secure:</b></p> <ul style="list-style-type: none"> <li>• <b>Shared Human Experience:</b> pupils will explore and ask questions about the experiences of wondering about puzzling questions.</li> <li>• <b>Living Religious Traditions:</b> pupils will explore and recognize some things religious people say about God.</li> <li>• <b>Beliefs and Values:</b> pupils will explore and ask questions about some beliefs and stories about God and human life.</li> <li>• <b>The Search for Personal Meaning:</b> pupils will explore simple beliefs about God and suggest their own responses.</li> </ul>	

## Year 1

### KEY QUESTION – WHAT DO PEOPLE SAY ABOUT GOD?

**Investigations could consider focus questions and issues such as:**

**Pupils will be taught to:**

What is God like? / Where is God?

Recognise and name features of religious traditions.

How do people find out about God?

Recall religious stories and recognise symbols and other forms of religious expression

Why might some people not believe in God?

What stories are told about God?

Talk about their own experiences and feelings

What can we find out about God from paintings and songs?

Talk about what is of value and concern to themselves

What do some people do because they believe in God?

Know what relevant questions are and ask them.

Why do some people think that God made the world?

How do people behave because they believe in God?

**The Field of Enquiry must be applied to all planning to ensure the syllabus is secure:**

- **Shared Human Experience:** pupils will explore and ask questions about the experiences of wondering about puzzling questions.
- **Living Religious Traditions:** pupils will explore and recognize some things religious people say about God.
- **Beliefs and Values:** pupils will explore and ask questions about some beliefs and stories about God and human life.
- **The Search for Personal Meaning:** pupils will explore simple beliefs about God and suggest their own responses.

## Year 2

### KEY QUESTION - HOW DO WE RESPOND TO THE THINGS THAT REALLY MATTER?

#### Investigations could consider focus questions and issues such as:

#### Pupils will be taught to:

How and why is celebrating and remembering important in religious worship?

Retell and suggest meanings for religious stories, actions and symbols.

How and why do symbols show us what is important in religion?

Use religious words and phrases and consistently identify some features of religious traditions.

What do special stories teach worshippers?

Begin to identify and describe how religion is expressed in different ways.

Can worship help people remember what is important?

Talk about what is of value and concern to themselves and others.

Why do some people have religious rituals?

Talk about what they find interesting or puzzling

Does worship have to happen in a certain place at a certain time?

Ask important questions about religions and beliefs.

Does worship help people?

#### **The Field of Enquiry must be applied to all planning to ensure the syllabus is secure:**

- **Human Experience:** pupils will identify, explore and reflect on people's experiences of identifying what is of worth and how they respond to show its worth.
- **Living Religious Traditions:** pupils will enquire into examples of worship in religions locally, nationally and globally.
- **Beliefs and Values:** pupils will ask questions about and respond to some examples of beliefs and values seen in worship and celebration.
- **The Search for Personal Meaning:** pupils will think about how they respond to the things that matter most to them and express their thoughts about the meaning of worship in the religions they have studied.

### Year 3

#### KEY QUESTION - WHO SHOULD WE FOLLOW?

Investigations could consider focus questions and issues such as:

Pupils will be taught to:

What is power/a powerful person?

Show awareness of similarities in religions  
Identify how religion is expressed in different ways E.G dress, prayer..

Who should we look up to?

What/who has the X factor?

Use developing religious vocabulary to describe some key features of religious traditions recognising similarities and differences.

Can people/one person change the world?

What qualities make a good leader?

Identify what influences them, making links between aspects of their own and others' experiences.

Are the founders of faiths role models?

Can following others get us into trouble?

Recognise their own and others' values in relation to matters of right and wrong.

What does it mean to be inspired?

What can we learn from the lives of people?

Ask important questions about religion and beliefs and find out the answers.

who started a religion?

**The Field of Enquiry must be applied to all planning to ensure the syllabus is secure:**

- **Shared Human Experience:** pupils will ask questions about and make links between their own experience and stories of people who are followed.
- **Living Religious Traditions:** pupils will ask questions about the lives and examples of founders and leaders of religion.
- **Beliefs and Values:** pupils will investigate the beliefs and values of founders and leader.
- **The Search for Personal Meaning:** pupils will consider the example of those people who are followed for their own lives and their own beliefs and values.

## Year 4

### KEY QUESTION – HOW SHOULD WE LIVE OUR LIVES?

#### Investigations could consider focus questions and issues such as:

Why are some occasions sacred to believers?

How and why do people worship?

What is expected of a person following a religion or belief?

How do religious families and communities practice their faith, and what contributions do they make to local life?

What do religions say about doing good?

How can we best express our beliefs and ideas?

Should we celebrate special times in our lives?

What is 'to do our duty'?

What are our rules?

What 'lights our way'?

What are we prepared to sacrifice/never sacrifice?

#### Pupils will be taught to:

Use specific vocabulary to describe key features of living traditions, recognising similarities and differences

Begin to identify the impact religion has on believers' lives

Make links between believers' values and commitments and their own

Ask important questions about religions and beliefs and compare them to their own.

#### The Field of Enquiry must be applied to all planning to ensure the syllabus is secure:

- **Shared Human Experience:** pupils will consider questions about commitment and change and explore people's experiences of life as it connects to what we believe and value.
- **Living Religious Traditions:** pupils will consider the impact of religion as individuals, in family and in community, in the religions studied.
- **Beliefs and Values:** pupils will explore and reflect on beliefs and values expressed in the ways individuals live the faith and follow their beliefs.

**The Search for Personal Meaning:** pupils will make links between their own lives and what they believe to be of value

## Year 5

### KEY QUESTION - WHERE CAN PEOPLE FIND GUIDANCE ON HOW TO LIVE THEIR LIVES?

#### Investigations could consider focus questions and issues such as:

#### Pupils will be taught to:

What can stories teach us?

What guidance to follow?

How do Holy words guide peoples' lives?

What can we learn from the ways that religions treat their scriptures?

Can words have power?

What is there to be learned from the history of others?

What kind of writings and story are important to beliefs and religions?

Are religious stories meant to be true?

What do religious texts say about God, the world and human life?

What is wisdom?

Can words from long ago make you wise?

DO (should) religious teachings affect our laws today?

Make links between beliefs and sacred texts.

Suggest meanings for a range of living traditions eg Guru Granth, Sahib, Wudu before handling the Qur'an.

Describe the impact of religion on people in terms of belief, values and personal meaning.

Apply their ideas to their own and others' lives simply.

Ask important questions about religion and compare the different viewpoints within a faith group.

#### The Field of Enquiry must be applied to all planning to ensure the syllabus is secure:

- **Shared Human Experience:** pupils will investigate the role of the written word including story, wisdom and rules as sources of guidance.
- **Living Religious Traditions:** pupils will research, describe and explain the use and impact of teachings from revered literature in local, national and/or global religious life and community.
- **Beliefs and Values:** pupils will identify and consider the beliefs and values within religious teachings from revered literature.
- **The Search for Personal Meaning** pupils will consider the teaching, stories and treatment of revered literature, asking questions of authority and meaning in their own lives.

## Year 6

### KEY QUESTION – IN WHAT WAY IS LIFE LIKE A JOURNEY?

#### Investigations could consider focus questions and issues such as:

Is life like a journey?  
What is a good life, well lived?  
How do religions mark the signposts and turning points on the journey?  
If life is a journey, where does it lead?  
What is happiness?  
What is worth celebrating?  
Predestination or free will?  
Are children a gift/precious?  
What is the map for our journey?  
Can people really change?  
Who or what are we accountable to?  
Should we prepare for the future?  
Where do we start and end our journey?  
Who are the important people on our journey?  
What is death?  
What do we commit ourselves to on our journey?  
What beauty or ugliness do we encounter on our journey?  
What should our attitude be on our journey?  
Is love all we need?

#### Pupils will be taught to:

Use developing religious vocabulary to describe and show understanding of religious traditions, including sources, practices, beliefs, ideas, feelings and experiences.

Explain what inspires and influences them, expressing their own views whilst respecting other people.

Analyse religious information and begin to develop their own opinions.

Ask important questions about religion and beliefs (Eg identity, belonging, meaning, purpose, truth, values, commitments)

Compare different viewpoints within a faith group.

#### The Field of Enquiry must be applied to all planning to ensure the syllabus is secure:

- **Shared Human Experience:** develop awareness of what guides peoples' lives, of turning points in life and where we may be 'going'.
- **Living Religious Traditions:** identify and question how religious traditions support the journey of life and celebrate or mark life's milestones.
- **Beliefs and Values:** identify and consider the beliefs and values that underpin a religious life at its different stages.
- **The Search for Personal Meaning:** in the light of what they have learned from religious lives reflect on their own life as a journey, thinking about the past, present and future and the beliefs and values that may influence them.