## Key Skills

Pupils will gain the knowledge, understanding and skills needed to tackle questions raised by different beliefs and religions so that they may demonstrate tolerance of their diverse community and wider world.

## Religious Education Curriculum Progression map

RE skills should be taught when linked to themes where possible to ensure real world application Themes are taught on a 2 year rolling programme



## NC statutory requirement Skills Knowledge

|              | EYFS                                   | KS1                   |                     | LKS2                 |                      | UKS2                 |                         |
|--------------|--|-----------------------|---------------------|----------------------|----------------------|----------------------|-------------------------|
|              | Nursery & Reception                    | Year 1                | & Year 2            | Year 3 & Year 4      |                      | Year 5 & Year 6      |                         |
|              | Year A and                             | Year A                | Year B              | Year A               | Year B               | Year A               | Year B                  |
|              | Year B                                 |                       |                     |                      |                      |                      |                         |
| Making sense | RE is non-statutory for Nursery        | Unit 1: What do       | Unit 8: What can we | Unit 1: Where, how   | Unit 4: What kind    | Unit 4: How and why  | Unit 9: Justice and     |
| of beliefs   | children.                              | Christians believe    | learn from sacred   | and why do people    | of world did Jesus   | do some people       | poverty:                |
| of pelief2   | 4 units to be chosen and taught over   | God is like?          | books and stories?  | worship?             | want?                | inspire others?      | Christian, Muslim,      |
|              | the year. Units are chosen to meet     | Christian             | Christian, Muslim,  | Christian, Muslim,   | Christian            | Hindu, Sikh, Jewish, | Non-Religious           |
|              | the needs of the children.             | Identify beliefs,     | Jewish              | Jewish               | Identify beliefs,    | Muslim               | Explain and give        |
|              |  | describe them simply, | Recall, remember,   | Identify beliefs,    | describe them        | Explain and give     | meanings for core       |
|              | Units are taught around the needs of   | give examples and     | name and talk about | describe them        | simply, give         | meanings for core    | texts and beliefs,      |
|              | the children rather than fitted into a | suggest meanings      | simple beliefs,     | simply, give         | examples and         | texts and beliefs,   | comparing different     |
|              | rigid timetable each half term. Units  | Unit 3: Who is        | stories and         | examples and         | suggest meanings.    | comparing different  | ideas.                  |
|              | do not need to be taught in any        | Jewish?               | festivals.          | suggest meanings.    | Unit 12: How and     | ideas.               | Unit 10: What will      |
|              | specific order.                        | Jewish                | Unit 2: Why does    | Unit 2: How and why  | why do people try    | Unit 12: How does    | make our community a    |
|              | Unit 1: Why is the word God so         | Identify beliefs,     | Christmas matter to | do believers show    | to make the world a  | faith enable         | more respectful         |
|              | important to Christians?               | describe them simply, | Christians?         | their commitments    | better place?        | resilience?          | place?                  |
|              | Christian                              | give examples and     | Christian           | during the journey   | Christian, Muslim,   | Christian, Muslim,   | Non-Religious,          |
|              | Unit 2: Why is Christmas special to    | suggest meanings      | Recall, remember,   | of life?             | Jewish               | Jewish, Hindu        | Religious               |
|              | Christians?                            | Unit 7: How and why   | name and talk about | Christian, Muslim,   | Describe beliefs     | Explain and give     | Explain and give        |
|              | Christian                              | do we celebrate       | simple beliefs,     | Jewish               | and concepts,        | meanings for core    | meanings for core       |
|              | Unit 3: Why is Easter special for      | significant times?    | stories and         | Describe beliefs and | connecting them to   | texts and beliefs.   | texts and beliefs.      |
|              | Christians?                            | Hindu, Sikh           | festivals.          | concepts, connecting | texts, suggestion    | comparing different  | comparing different     |
|              | Christian                              | Identify beliefs,     | ,                   | them to texts.       | examples and         | ideas.               | ideas.                  |
|              | Unit 4: Being special                  | describe them simply, | Identify beliefs,   | suggestion examples  | meanings.            | Unit 7: What helps   | Unit 1: What does it    |
|              | Christian and other faiths in the year | give examples and     | describe them       | and meanings.        | Unit 7: How is faith | Hindu people as they | mean if Christians      |
|              | group                                  | suggest meanings      | simply, give        | Unit 8: How is faith | expressed in Hindu   | try to be good?      | believe God is holy and |
|              | Unit 5: Which places are specially     | Unit 5: Why does      | examples and        | expressed in Sikh    | communities and      | Hindu                | loving?                 |
|              | valued and why?                        | Easter matter to      | suggest meanings.   | communities and      | traditions?          | Describe beliefs and | Christian               |
|              | Christian and other faiths in the year | Christians?           | Unit 4: Who is a    | traditions?          | Hindu                | concepts, connecting | Describe beliefs and    |
|              | group                                  | Christian             | Muslim?             | Sikh                 | Identify beliefs,    | them to texts.       | concepts, connecting    |
|              | Unit 6: Which stories are specially    | Identify beliefs,     | Muslim              | Describe beliefs and | describe them        | suggestion examples  | them to texts.          |
|              | valued and why?                        | describe them simply, | Identify beliefs,   | concepts, connecting | simply, give         | and meanings.        | suggestion examples     |
|              | valued and writy?                      | describe mem simply,  | describe them       | them to texts,       | Simply, give         | una meanings.        | and meanings.           |

Christian and other faiths in the year group

All units sit very firmly within the ELGs for Personal, social and emotional development and understanding of the world.
RE also supports Communication and language, Expressive arts and design, Literacy and Maths.

give examples and suggest meanings

Unit 10: How do we show we care for the Earth?
Christian, Muslim, Jewish
Identify beliefs, describe them simply, give examples and suggest meanings

Unit 6: What makes some places significant? Christian, Muslim, Jewish Identify beliefs, describe them simply, give examples and suggest meanings simply, give examples and suggest meanings.

Unit 12: What is the good news
Christians believe
Jesus brings?
Christian
Recall, remember,
name and talk about
simple beliefs,
stories and
festivals.

Identify beliefs.

describe them
simply, give
examples and
suggest meanings.
Unit 9: How do we
show care for
others?
Christian, Muslim,
Jewish
Recall, remember,
name and talk about
simple beliefs,
stories and
festivals.

Unit 11: Who is an inspiring person? Christian, Muslim, Jewish Recall, remember, name and talk about simple beliefs, stories and

Identify beliefs, describe them simply, give examples and suggest meanings.

festivals.

suggestion examples and meanings.

Unit 5: Why do

Christians call the day Jesus died "Good Friday"?
Christian
Describe beliefs and concepts, connecting them to texts, suggestion examples and meanings.

Unit 10: For Christians, what was the impact of Pentecost? Christian Identify beliefs, describe them simply, give examples and suggest meanings.

Unit 9: How do

festivals and worship show what matters to Muslims? Muslim Identify beliefs, describe them simply, give examples and suggest meanings. examples and suggest meanings.

suggest meanings.
Unit 11: What are the deeper meanings of Festivals?
Christian, Muslim.
Jewish, Hindu, Sikh Describe beliefs and concepts, connecting them to texts, suggestion examples and meanings.

Unit 3: What is the trinity and why is it important for Christians? Christians Identify beliefs, describe them simply, give examples and suggest meanings. Unit 6: How do festivals and family life show what matters to Jewish people? Jewish Identify beliefs. describe them simply, give examples and

suggest meanings.

Unit 5: How do
Christians decide
how to live?
Christian
Describe beliefs and
concepts, connecting
them to texts,
suggestion examples
and meanings.

Unit 2: Creation and

science: conflicting or complementary: Christian, Non-Religious Explain and give meanings for core texts and beliefs, comparing different ideas.

meanings for core
texts and beliefs,
comparing different
ideas.
Unit 3: What
matters most to
Humanists and
Christians?
Christian, NonReligious
Explain and give
meanings for core
texts and beliefs,
comparing different
ideas.

Christians believe
Jesus did to save
people?
Christian
Describe beliefs and
concepts, connecting
them to texts,
suggestion examples
and meanings.

Unit 6: What do

Unit 8: How is faith expressed in Islam? Muslim

Describe beliefs and concepts, connecting them to texts, suggestion examples and meanings.

Unit 11: Why do some people believe in God and some people not? Christian, Muslim, Non-Religious Explain and give meanings for core texts and beliefs, comparing different ideas

|               | EYFS Nursery & Reception               | KS1<br>Y               |                     | LKS2  |                   | UKS2                   |                     |
|---------------|--|------------------------|---------------------|---|-------------------|------------------------|---------------------|
| ļ             |  |                        |                     | Year 3 & Year 4                               |                   | Year 5 & Year 6        |                     |
|               |  | Year 1 & Year 2        |                     |   |                   |                        |                     |
|               | Year A and                             | Year A                 | Year B              | Year A  | Year B            | Year A                 | Year B              |
|               | Year B                                 |                        |                     |   |                   |                        |                     |
| Understanding | RE is non-statutory for Nursery        | Unit 1: What do        | Unit 8: What can we | Unit 1: Where, how                            | Unit 4: What      | Unit 4: How and why    | Unit 9: Justice and |
| the impact    | children.                              | Christians believe     | learn from sacred   | and why do people                             | kind of world did | do some people inspire | poverty             |
| me impaci     | 4 units to be chosen and taught over   | God is like?           | books and stories?  | worship?                                      | Jesus want?       | others?                | Christian, Muslim,  |
|               | the year. Units are chosen to meet     | Christian              | Christian, Muslim,  | Christian, Muslim,                            | Christian         | Hindu, Sikh, Jewish,   | Non-Religious       |
|               | the needs of the children.             | Give examples of       | Jewish              | Jewish  | Connect stories,  | Muslim                 | Use evidence and    |
|               |  | what difference it     | Observe, notice and | Give examples of what                         | teaching,         | Connect stories,       | examples to show    |
|               | Units are taught around the needs of   | makes to belong to     | recognise simple    | difference it makes to                        | concepts and      | teaching, concepts and | how and why beliefs |
|               | the children rather than fitted into a | and believe in a       | aspects of religion | belong to and believe                         | texts with how    | texts with how         | make a difference   |
|               | rigid timetable each half term. Units  | religion.              | in their own        | in a religion.                                | religious people  | religious people live, | to life.            |
|               | do not need to be taught in any        |                        | communities.        | Unit 2: How and why                           | live, celebrate   | celebrate and worship. | Unit 10: What will  |
|               | specific order.                        | Observe, notice and    | Unit 2: Why does    | do believers show                             | and worship.      |                        | make our community  |
|               | Unit 1: Why is the word God so         | recognise simple       | Christmas matter to | their commitments                             | Unit 12: How and  | Use evidence and       | a more respectful   |
|               | important to Christians?               | aspects of religion in | Christians?         | during the journey of                         | why do people     | examples to show how   | place?              |
|               | Christian                              | their own              | Christian           | life?   | try to make the   | and why beliefs make a | Non-Religious,      |
|               | Unit 2: Why is Christmas special to    | communities.           | Observe, notice and | Christian, Muslim,                            | world a better    | difference to life.    | Religious           |
|               | Christians? (talking about             | Unit 3: Who is         | recognise simple    | Jewish  | place?            | Unit 12: How does      | Use evidence and    |
|               | ceremonies)                            | Jewish?                | aspects of religion | Give examples of what                         | Christian,        | faith enable           | examples to show    |
|               | Christian                              | Jewish                 | in their own        | difference it makes to                        | Muslim, Jewish    | resilience?            | how and why beliefs |
|               | Unit 3: Why is Easter special for      | Give examples of       | communities.        | belong to and believe                         | Give examples of  | Christian, Muslim,     | make a difference   |
|               | Christians?                            | what difference it     |                     | in a religion.                                | what difference   | Jewish, Hindu          | to life.            |
|               | Christian                              | makes to belong to     | Give examples of    | Unit 8: How is faith                          | it makes to       | Use evidence and       | Unit 1: What does i |
|               | Unit 4: Being special                  | and believe in a       | what difference it  | expressed in Sikh                             | belong to and     | examples to show how   | mean if Christians  |
|               | Christian and other faiths in the year | religion.              | makes to belong to  | communities and                               | believe in a      | and why beliefs make a | believe God is holy |
|               | group                                  |                        | and believe in a    | traditions?                                   | religion.         | difference to life.    | and loving?         |
|               | Unit 5: Which places are specially     | Observe, notice and    | religion.           | Sikh  | Unit 7: How is    |                        | Christian           |
|               | valued and why? (talking about         | recognise simple       | Unit 4: Who is a    | Connect stories,                              | faith expressed   | Use evidence and       | Use evidence and    |
|               | symbols)                               | aspects of religion in | Muslim?             | teaching, concepts and                        | in Hindu          | examples to show how   | examples to show    |
|               | Christian and other faiths in the year | their own              | Muslim              | texts with how                                | communities and   | and why beliefs make a | how and why beliefs |
|               | group                                  | communities.           | Observe, notice and | religious people live,                        | traditions?       | difference to life.    | make a difference   |
|               | Unit 6: Which stories are specially    | Unit 7: How and why    | recognise simple    | celebrate and worship.                        | Hindu             | Unit 7: What helps     | to life.            |
|               | valued and why?                        | do we celebrate        | aspects of religion | Unit 5: Why do                                | Connect stories,  | Hindu people as they   | Unit 6: What do     |
|               | Christian and other faiths in the year | significant times?     | in their own        | Christians call the day                       | teaching,         | try to be good?        | Christians believe  |
|               | group                                  | Hindu, Sikh            |                     | Jesus died "Good                              | concepts and      | Hindu                  | Jesus did to save   |
|               | group                                  | Observe, notice and    | communities.        | Friday"?                                      | texts with how    | Use evidence and       | people?             |
|               |  | recognise simple       |                     | Christian                                     | religious people  | examples to show how   | Christian           |
|               | All units sit very firmly within the   | aspects of religion in | Give examples of    | Connect stories,                              | live, celebrate   | and why beliefs make a | Use evidence and    |
|               | ELGs for Personal, social and          | their own              | what difference it  | teaching, concepts and                        | and worship.      | difference to life.    | examples to show    |
|               | emotional development and              | communities.           | makes to belong to  | texts with how                                | Unit 11: What     | Unit 5: How do         | how and why beliefs |
|               |  | communities.           | and believe in a    |   |                   | Christians decide how  | make a difference   |
|               | understanding of the world.            |                        | religion.           | religious people live, celebrate and worship. | are the deeper    | to live?               | to life.            |

| RE also supports Communication and    | Unit 5: Why does       | Unit 12: What is the | Unit 10: For           | meanings of      | Christian               |                        |
|---------------------------------------|------------------------|----------------------|------------------------|------------------|-------------------------|------------------------|
| language, Expressive arts and design, | Easter matter to       | good news            | Christians, what was   | Festivals?       | Use evidence and        | Connect stories.       |
| Literacy and Maths.                   | Christians?            | Christians believe   | the impact of          | Christian.       | examples to show how    | teaching, concepts     |
| Literacy and matris.                  | Christians?            | Jesus brings?        | Pentecost?             | Muslim. Jewish,  | and why beliefs make a  | and texts with how     |
|                                       | Give examples of       | Christian            | Christian              | Hindu, Sikh      | difference to life.     | religious people live, |
|                                       | what difference it     | Observe, notice and  |                        | Connect stories, | Unit 2: Creation and    | celebrate and          |
|                                       |                        |                      | Connect stories,       |                  |                         |                        |
|                                       | makes to belong to     | recognise simple     | teaching, concepts and | teaching,        | science: conflicting or | worship.               |
|                                       | and believe in a       | aspects of religion  | texts with how         | concepts and     | complementary:          | Unit 8: How is faith   |
|                                       | religion.              | in their own         | religious people live, | texts with how   | Christian, Non-         | expressed in Islam?    |
|                                       | Unit 10: How do we     | communities.         | celebrate and worship. | religious people | Religious               | Muslim                 |
|                                       | show we care for the   | Unit 9: How do we    | Unit 9: How do         | live, celebrate  | Use evidence and        | Use evidence and       |
|                                       | Earth?                 | show care for        | festivals and worship  | and worship.     | examples to show how    | examples to show       |
|                                       | Christian, Muslim,     | others?              | show what matters to   | Unit 3: What is  | and why beliefs make a  | how and why beliefs    |
|                                       | Jewish                 | Christian, Muslim,   | Muslims?               | the trinity and  | difference to life.     | make a difference      |
|                                       | Observe, notice and    | Jewish               | Muslim                 | why is it        | Unit 3: What matters    | to life.               |
|                                       | recognise simple       | Observe, notice and  | Connect stories,       | important for    | most to Humanists and   |                        |
|                                       | aspects of religion in | recognise simple     | teaching, concepts and | Christians?      | Christians?             | Connect stories,       |
|                                       | their own              | aspects of religion  | texts with how         | Christians       | Christian, Non-         | teaching, concepts     |
|                                       | communities.           | in their own         | religious people live, | Connect stories, | Religious               | and texts with how     |
|                                       | Unit 6: What makes     | communities.         | celebrate and worship. | teaching,        | Use evidence and        | religious people live, |
|                                       | some places            | Unit 11: Who is an   |                        | concepts and     | examples to show how    | celebrate and          |
|                                       | significant?           | inspiring person?    |                        | texts with how   | and why beliefs make a  | worship.               |
|                                       | Christian, Muslim,     | Christian, Muslim,   |                        | religious people | difference to life.     | Unit 11: Why do        |
|                                       | Jewish                 | Jewish               |                        | live, celebrate  |                         | some people believe    |
|                                       | Observe, notice and    | Observe, notice and  |                        | and worship.     |                         | in God and some        |
|                                       | recognise simple       | recognise simple     |                        | Unit 6: How do   |                         | people not?            |
|                                       | aspects of religion in | aspects of religion  |                        | festivals and    |                         | Christian, Muslim,     |
|                                       | their own              | in their own         |                        | family life show |                         | Non-Religious          |
|                                       | communities.           | communities.         |                        | what matters to  |                         | Use evidence and       |
|                                       |                        |                      |                        | Jewish people?   |                         | examples to show       |
|                                       |                        | Give examples of     |                        | Jewish           |                         | how and why beliefs    |
|                                       |                        | what difference it   |                        | Connect stories, |                         | make a difference      |
|                                       |                        | makes to belong to   |                        | teaching,        |                         | to life.               |
|                                       |                        | and believe in a     |                        | concepts and     |                         |                        |
|                                       |                        | religion.            |                        | texts with how   |                         |                        |
|                                       |                        | Teligion.            |                        | religious people |                         |                        |
|                                       |                        |                      |                        | live, celebrate  |                         |                        |
|                                       |                        |                      |                        | and worship.     |                         |                        |
|                                       |                        |                      |                        | and worship.     |                         |                        |
|                                       |                        |                      |                        |                  |                         |                        |
|                                       |                        |                      |                        |                  |                         |                        |
|                                       |                        |                      |                        |                  |                         |                        |
|                                       |                        |                      |                        |                  |                         |                        |
|                                       |                        |                      |                        |                  |                         |                        |
|                                       |                        |                      |                        |                  |                         |                        |
|                                       |                        |                      |                        |                  |                         |                        |
|                                       |                        |                      |                        | 1                |                         | 1                      |

|             | EYFS                                   | K51                    |                                  | LKS2                    |                   | UKS2                   |                       |
|-------------|--|------------------------|----------------------------------|-------------------------|-------------------|------------------------|-----------------------|
|             | Nursery & Reception                    | Year 1                 | Year 1 & Year 2                  |                         | Year 3 & Year 4   |                        | Year 6                |
|             | Year A and                             | Year A                 | Year B                           | Year A                  | Year B            | Year A                 | Year B                |
|             | Year B                                 |                        |                                  |                         |                   |                        |                       |
| Making      | RE is non-statutory for Nursery        | Unit 1: What do        | Unit 8: What can we              | Unit 1: Where, how      | Unit 4: What      | Unit 4: How and why    | Unit 9: Justice and   |
| connections | children.                              | Christians believe     | learn from sacred                | and why do people       | kind of world did | do some people inspire | poverty               |
| Connections | 4 units to be chosen and taught over   | God is like?           | books and stories?               | worship?                | Jesus want?       | others?                | Christian, Muslim,    |
|             | the year. Units are chosen to meet     | Christian              | Christian, Muslim,               | Christian, Muslim,      | Christian         | Hindu, Sikh, Jewish,   | Non-Religious         |
|             | the needs of the children.             | Begin to find out      | Jewish                           | Jewish                  | Suggest and link  | Muslim                 | Connect their own     |
|             |  | about and link         | Begin to find out                | Suggest and link        | questions and     | Suggest and link       | reflections and       |
|             | Units are taught around the needs of   | religions and beliefs. | about and link                   | questions and answers,  | answers,          | questions and answers, | views to the          |
|             | the children rather than fitted into a |                        | religions and beliefs.           | including their own     | including their   | including their own    | religions and beliefs |
|             | rigid timetable each half term. Units  | Think, talk and ask    | Unit 2: Why does                 | ideas about the         | own ideas about   | ideas about the        | they study,           |
|             | do not need to be taught in any        | questions about        | Christmas matter to              | differences religion    | the differences   | differences religion   | developing insights   |
|             | specific order.                        | religion and belief    | Christians?                      | makes to life.          | religion makes to | makes to life.         | Unit 10: What will    |
|             | Unit 1: Why is the word God so         | for themselves.        | Christian                        | Unit 2: How and why     | life.             | Unit 12: How does      | make our community    |
|             | important to Christians?               | Unit 3: Who is         | Begin to find out                | do believers show       | Unit 12: How and  | faith enable           | a more respectful     |
|             | Christian                              | Jewish?                | about and link                   | their commitments       | why do people     | resilience?            | place?                |
|             | Unit 2: Why is Christmas special to    | Jewish.                | religions and beliefs.           | during the journey of   | try to make the   | Christian, Muslim,     | Non-Religious,        |
|             | Christians?                            | Begin to find out      | 3                                | life?                   | world a better    | Jewish, Hindu          | Religious             |
|             | Christian                              | about and link         | Think, talk and ask              | Christian, Muslim,      | place?            | Suggest and link       | Connect their own     |
|             | Unit 3: Why is Easter special for      | religions and beliefs. | questions about                  | Jewish                  | Christian,        | questions and answers, | reflections and       |
|             | Christians?                            | religions and beliefs. | religion and belief              | Suggest and link        | Muslim, Jewish    | including their own    | views to the          |
|             | Christian                              | Think, talk and ask    | for themselves.                  | questions and answers,  | Suggest and link  | ideas about the        | religions and beliefs |
|             | Unit 4: Being special                  | questions about        | Unit 4: Who is a                 | including their own     | questions and     | differences religion   | they study,           |
|             | Christian and other faiths in the year | religion and belief    | Muslim?                          | ideas about the         | answers,          | makes to life.         | developing insights.  |
|             | group (Talking about their family)     | for themselves.        | Muslim                           | differences religion    | including their   | Unit 7: What helps     | Unit 1: What does it  |
|             | Unit 5: Which places are specially     | Unit 7: How and why    |                                  | makes to life.          | own ideas about   | Hindu people as they   | mean if Christians    |
|             | valued and why?                        | •                      | Begin to find out about and link | Unit 8: How is faith    | the differences   | try to be good?        | believe God is holy   |
|             | Christian and other faiths in the year | do we celebrate        |                                  | expressed in Sikh       | religion makes to | Hindu                  | and loving?           |
|             | group                                  | significant times?     | religions and beliefs.           | communities and         | life.             | Connect their own      | Christian             |
|             | Unit 6: Which stories are specially    | Hindu, Sikh            | <del></del>                      | traditions?             | Unit 7: How is    | reflections and views  | Connect their own     |
|             | valued and why?                        | Begin to find out      | Think, talk and ask              | Sikh                    | faith expressed   | to the religions and   | reflections and       |
|             | Christian and other faiths in the year | about and link         | questions about                  | Think, talk and ask     | in Hindu          | beliefs they study,    | views to the          |
|             | •                                      | religions and beliefs. | religion and belief              | questions about         | communities and   | developing insights    | religions and beliefs |
|             | group                                  | Unit 5: Why does       | for themselves.                  | religion and belief for | traditions?       | Unit 5: How do         | they study,           |
|             |  | Easter matter to       | Unit 12: What is the             | themselves.             | Hindu             | Christians decide how  | developing insights   |
|             | Allita ait £immhithin the              | Christians?            | good news                        |                         | Think, talk and   |                        | Unit 6: What do       |
|             | All units sit very firmly within the   | Christian              | Christians believe               | Unit 5: Why do          | •                 | to live?               |                       |
|             | ELGs for Personal, social and          | Begin to find out      | Jesus brings?                    | Christians call the day | ask questions     | Christian              | Christians believe    |
|             | emotional development and              | about and link         | Christian                        | Jesus died "Good        | about religion    | Connect their own      | Jesus did to save     |
|             | understanding of the world.            | religions and beliefs. | Begin to find out                | Friday"?                | and belief for    | reflections and views  | people?               |
|             | RE also supports Communication and     |                        | about and link                   | Christian               | themselves.       | to the religions and   | Christian             |
|             | language, Expressive arts and design,  | Think, talk and ask    | religions and beliefs.           | Suggest and link        | Unit 11: What     | beliefs they study,    | Connect their own     |
|             | Literacy and Maths.                    | questions about        |                                  | questions and answers,  | are the deeper    | developing insights.   | reflections and       |
|             |  |                        |                                  | including their own     |                   |                        | views to the          |

|  | religion and belief for themselves. Unit 10: How do we show we care for the Earth? Christian, Muslim, Jewish Begin to find out about and link religions and beliefs. Unit 6: What makes some places significant? Christian, Muslim, Jewish Begin to find out about and link religions and beliefs. | Think, talk and ask questions about religion and belief for themselves. Unit 9: How do we show care for others? Christian, Muslim, Jewish Begin to find out about and link religions and beliefs. Unit 11: Who is an inspiring person? Christian, Muslim, Jewish Begin to find out about and link religions and beliefs. | ideas about the differences religion makes to life. Unit 10: For Christians, what was the impact of Pentecost? Christian Suggest and link questions and answers, including their own ideas about the differences religion makes to life. Unit 9: How do festivals and worship show what matters to Muslims? Muslim Think, talk and ask questions about religion and belief for themselves. | meanings of Festivals? Christian, Muslim. Jewish, Hindu, Sikh Suggest and link questions and answers, including their own ideas about the differences religion makes to life. Unit 3: What is the trinity and why is it important for Christians? Christians Suggest and link questions and answers, including their own ideas about the differences religion makes to life. Unit 6: How do festivals and family life show what matters to Jewish people? Jewish Think, talk and ask questions about religion and belief for themselves. | Unit 2: Creation and science: conflicting or complementary. Christian, Non-Religious Connect their own reflections and views to the religions and beliefs they study, developing insights. Unit 3: What matters most to Humanists and Christians? Christian, Non-Religious Suggest and link questions and answers, including their own ideas about the differences religion makes to life. | religions and beliefs they study, developing insights. Unit 8: How is faith expressed in Islam? Muslim Suggest and link questions and answers, including their own ideas about the differences religion makes to life. Unit 11: Why do some people believe in God and some people not? Christian, Muslim, Non-Religious Connect their own reflections and views to the religions and beliefs they study, developing insights. |
|--|--|--|--|--|--|---|
|--|--|--|--|--|--|---|