

RE Whole School Progression Document

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>F1 - How can People show they belong together - (Belonging and Believing)</p> <p>Outward signs of belonging to a religion– clothing, attending places of worship, celebrations, collaboratively working, caring for others.</p> <p>Worldviews explored Christian, Hindu, Muslim, Sikh and non-religious</p>	<p>K1.1 How might your worldview be seen in the choices you make? (Personal Responsibility)</p> <p>People show belonging to an organised religion through the clothes that they wear and the actions that they choose to take. The golden rule can be applied across the religions. People take personal responsibility through actions such as prayer and worship and service. People’s worldviews can influence the way people choose to live.</p>	<p>K1.5 Who is Jesus? (Living well)</p> <p>Exploring how Christians see Jesus – Son of God, Jewish, his birth and the significance of his conception. His death and resurrection and what salvation means for them. Children will explore how different worldviews view Jesus too.</p>	<p>L2.1 Why are nature and seasons significant for religion and worldviews?</p> <p>Exploring the nature and the environment through different religious viewpoints and those that have none. Significant religious festivals and their relationship to the seasons are explored.</p>	<p>L2.4 - How might your worldview lead you to do hard things for good reasons?</p> <p>Exploring fasting and temptation and the use of pilgrimages. Looking at the significance of food and the decisions different religious groups make.</p>	<p>U2.1 - Who is Jesus</p> <p>Exploring Jesus through the lens of Christianity, including African theology and for those who live around the world.</p> <p>The concept of a messiah for Jews and the Islamic concept of ‘prophet’</p>	<p>U2.4 What might it mean to ‘live well.’</p> <p>Exploring the Buddhist truths and ways as well as meditations.</p>
	<p>F2 - Who are the people in sacred (special) stories and why might they still be important today? (Wisdom and Guidance)</p> <p>Exploring sacred stories such as the</p>	<p>K1.2 - Where do people turn for guidance in life? (Wisdom and guidance)</p> <p>Those with religious worldviews turn to sacred texts for guidance. There are many people who are non-religious.</p>	<p>K1.5 What is most important for different people? (Authority and Power)</p> <p>Exploring which religions believe in one God. How Buddhist beliefs differ with having a worldview that without God. Focussing on world leaders and inspiration</p>	<p>How are worldviews shaped and expressed through art and architecture?</p> <p>Children compare Christian Orthodox art and Islamic art and architecture. They explore the significance of Christian and Jewish artitectual. They look</p>	<p>L2.5 What or who is ‘God’ and how is the divine understood in theistic worldviews?</p> <p>Exploring religious’ group and whether they have a ‘God’ that they follow, sacred texts that they use to support their understanding of their God as well as looking</p>	<p>U2.2 Why might ancient stories still be so important for some worldviews today?</p> <p>Looking at creation stories from different worldviews. Exploring Hindu ancient stories and those humanist groups.</p>	

	<p>Nativity and stories that depict leaders these are often linked to celebrations. As well as exploring fables and moral stories.</p>	<p>Explore the same story through different sacred texts. Exploring Sikh views about God and the place of angels in different religions.</p>	<p>books that provide guidance for believers. What may be important to a person can depend on their culture, background and beliefs.</p>	<p>at forms of Hindu dance and body positions for worship and prayer in different religious groups.</p> <p>Children explore traditional dress as part of worship.</p>	<p>at those who have no god.</p>		
	<p>F3 - How do people know how to treat each other? (Personal Responsibility)</p> <p>Exploring what the golden rule, Looking at Christian stories and provide Confucius was an ancient Chinese philosopher who taught that wisdom involved treating others with kindness and respect. Stories are important in the different Dharmic traditions for inspiring people on how to treat others. People with non-religious worldviews are also often inspired by stories when considering how to treat others.</p>	<p>K1.3 – How do people with similar worldviews share and celebrate their beliefs? (Belonging and believing)</p> <p>Exploring what the freedom of religion in the UK means. Looking at different forms of worship and what that means, where it takes place and any special objects that get used. Focussing on the ceremonies and festivals which showcase personal and community connection.</p>	<p>K1.6 - Why has the Coventry Blitz shaped Christian worldviews locally and globally? (Changes)</p> <p>The impact of WW2 on Coventry Cathedral. The significance of the symbols of the cross of nails and charred cross. The importance of forgiveness. Exploring the significance of Coventry Cathedral and the importance of reconciliation. Peace and forgiveness are often seen differently.</p>	<p>L2.3 - What can worldviews tell us about conflict, peace, forgiveness and reconciliation and is that important?</p> <p>The effect of different religious groups coming together with other religious groups in a sacred space to form friendships.</p> <p>How different religious groups have reached out to marginalised groups.</p>	<p>L2. 6 Do you have to be part of a faith community to hold an organised worldview?</p> <p>Exploring different places of worship and the community that forms that worldview. How the community explore faith within their homes as well as humanist views and practices.</p> <p>L2.7 How have religion and history entwined in this area?</p> <p>Looking at the impact of different religious groups throughout Coventry and Warwickshire. Exploring the effects of dissolution of the monasteries and the gunpowder plot. Looking at Coventry's Jewish watchmakers</p>	<p>U2.3 Do religions change or do they stay the same?</p> <p>The children study the spread of Buddhism and Christianity and the diversity of traditions. The changing landscape of the humanist population and the relationship.</p> <p>Exploring the shifts in thinking about Islamic dress and the Sikh's teaching on equity.</p>	

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