

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Assessment:	At the end of each term, pupils are expected to know, apply and understand matters, skills and processes taught in the relevant programme of study. This is assessed by the teacher using the foundation tracker.					
1	Theme: Creation Story Concept: God/Creation Key Question: Does God what Christians to look after the World? Religion: Christianity	Theme: Christmas Concept: Incarnation Key Question: What Gifts might Christians in town have given Jesus if he had been born here rather than in Bethlehem? Religion: Christianity	Theme: Jesus As A Friend Concept: Incarnation Key Question: Was it always easy for Jesus to show friendship? Religion: Christianity	Theme: Palm Sunday Concept: Salvation Key Question: Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? Religion: Christianity	Theme: Belonging Key Question: Who am I? Religion: Islam	Theme: Beliefs and Practices Key Question: How important is it to follow the Five Pillars for Muslims? Religion: Islam
2	Theme: What Did Jesus teach? Key Question: Is it possible to kind to someone all the time? Religion: Christianity	Theme: Christmas-Jesus As A Gift From God Concept: Incarnation Key Question: Why do Christians believe God gave Jesus as a gift to the World? Religion: Christianity	Theme: Prayer at home Key Question: Does praying at regular times help a Muslim in his/her everyday life? Religion: Islam	Theme: Easter- Resurrection Concept: Salvation Key Question: How important is it to Christians that Jesus came back to life after his crucifixion? Religion: Christianity	Theme: Community and Belonging Key Question: Does going to a Mosque give Muslims a sense of belonging? Religion: Islam	Theme: Hajj Key Question: Does completing Hajj make a person a better Muslim? Religion: Islam
3	Theme: Diwali Key Question: Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child? Religion: Hinduism	Theme: Christmas Concept: Incarnation Key Question: Has Christmas lost its true meaning? Religion: Christianity	Theme: Jesus' Miracles Concept: Incarnation Key Question: Could Jesus heal people? Were these miracles or is there some other explanation? Religion: Christianity	Theme: Easter-Forgiveness Concept: Salvation Key Question: What is good about Good Friday? Religion: Christianity	Theme: Hindu Beliefs Key Question: How can Brahman be everywhere and in everything? Religion: Hinduism	Theme: Pilgrimage to the River Ganges Key Question: Would visiting the River Ganges feel special to a Non-Hindu? Religion: Hinduism
4	Theme: Beliefs and Practices Key Question: How special is the relationship Jews have with God? Religion: Judaism	Theme: Christmas Concept: Incarnation Key Question: What is the most significant part of the Nativity story for Christians today? Religion: Christianity	Theme: Passover Key Question: How important is it for Jewish people to do what God asks them to do? Religion: Judaism	Theme: Easter Concept: Salvation Key Question: Is forgiveness always possible for Christians? Religion: Christianity	Theme: Rites of Passage and Good Works Key Question: What is the best way for a Jew to show commitment to God? Religion: Judaism	Theme: Prayer and Worship Key Question: Do people need to go to church to show they are Christians? Religion: Christianity
5	Theme: Belief Into Action Key Question: How far would a Sikh go for his/her religion? Religion: Sikhism	Theme: Christmas Concept: Incarnation Key Question: Is the Christmas story true? Religion: Christianity	Theme: Beliefs and Moral Values Key Question: Are Sikh stories important today? Religion: Sikhism	Theme: Easter Concept: Salvation Key Question: How significant is it for Christians to believe God intended Jesus to die? Religion: Christianity	Theme: Prayer and Worship Key Question: What is the best way for a Sikh to show commitment to God? Religion: Sikhism	Theme: Beliefs and Practices Key Question: What is the best way for a Christian to show commitment to God? Religion: Christianity
6	Theme: Belief and Practices Key Question: What is the best way for a Muslim to show commitment to God? Religion: Islam	Theme: Christmas Key Question: How significant is it that Mary was Jesus' mother? Religion: Christianity	Theme: Beliefs and Meanings Concept: Salvation Key Question: Is anything ever eternal? Religion: Christianity	Theme: Easter Concept: Gospel Key Question: Is Christianity still a strong religion 2000 years after Jesus was on Earth? Religion: Christianity	Theme: Beliefs and Moral Values Key Question: Does belief in Akhirah (life after death) help Muslims lead good lives? Religion: Islam	Theme: Beliefs and Moral Values Key Question: Does belief in Akhirah (life after death) help Muslims lead good lives? Religion: Islam

RE Skills Ladder

Descriptors Progression Overview	Key Stage	Staffordshire Agreed Syllabus 2023	Vocabulary	Suggested Key Figures
Children, during all units of work, will engage in following skills in order to enhance progression within the subject: Beliefs, teachings and sources; Practices and ways of life; expressing meaning; identity, diversity and belonging; meaning, purpose and truth; and values and commitments.				
<u>Beliefs teachings and sources</u> Engage with stories and extracts from religious literature and talk about their meanings - 1.1a Explore stories about the lives and teachings of key religious figures - 1.1b Find out about ways in which sacred texts are regarded, read and handled by believers- 1.1c <u>Practices and ways of life</u> Find out about how and when people worship and ask	KS1	Year 1: Explore: Pupils use words and phrases to recognise and name features of religious life and practice valued by believers. They can recall religious stories and recognise symbols and other verbal and visual forms of religious expression which have meaning for believers. Engage: Pupils can talk about the experiences of the world around them, stating what is of value and concern to themselves and others. They use stories to identify ways in which people are special and unique. Reflect: Pupils can demonstrate awareness that there are many religious traditions/faith communities and that some people do not follow a recognised faith or believe system or identity as being religious.	<u>Year 1:</u> Autumn 1: Creation, God, Adam, Eve Autumn 2: Mary, Joseph, Myrrh, Christians, Jesus, Christmas Spring 1: Zacchaeus, Mary, Martha & Lazarus, Christians, Jesus Spring 2: Palm Sunday, Palm cross, Jerusalem, Easter, Jesus, Nazareth Summer 1: Allah, Qur'an, Mohammad, Muslim, Aqiqah, Belong, Mosque, Islam, Sacrifice, Needs Summer 2: Allah, Qur'an, Mohammad, The Five Pillars, Mosque, Belong, Pilgrimage, Zakah, Prayer, Fasting, Shahadah	Year 1: Autumn: Adam Eve God Spring: Jesus Zacchaeus Summer: Mohammad Allah Year 2: Autumn: Jesus Spring: God

questions about why this is important to believers - 1.2a Explore the preparations for and find out about the celebration of festivals - 1.2b Identify the importance for some people of belonging to a religion and recognise the difference this makes to their lives - 1.2c <u>Expressing meaning</u> Explore as appropriate the special nature of artefacts used in worship -1.3a Identify symbolic actions, gestures and rituals and talk about how they are used as part of worship and ceremonies - 1.3b Engage with religious beliefs and ideas expressed through story, symbol and other visual forms of expression - 1.3c <u>Identity diversity and belonging</u> Reflect and respond to stories about belonging	Year 2: Explore: Pupils use words and phrases to identify some features of religious life and practices valued by believers. Pupils can retell religious stories and suggest meanings for religious actions and symbols. They identify how religion is expressed in different ways. Engage: Pupils can recognise that some questions can cause people to wonder and are difficult to answer. Pupils can share ideas about right and wrong. Reflect: Pupils can name more than one religious tradition or faith community and can talk about some distinctive features of each religious tradition/faith community. Pupils know that some people do not identify as being religious.	Year 2: Autumn 1: Gospel, The Good Samaritan, Parable, Jesus, The Kind Man, Christian Autumn 2: Advent, Jesus, God, Bible, Earth, Nativity Scene Spring 1: Allah, Muslim, Salah, Makkah, Ka'bah, Qur'an Spring 2: Easter Egg, Hot Cross Bun, Resurrection, Tomb, Cross, Easter Story, Bible, Crucifixion Summer 1: Mosque, Muslim, Musalla, Mihrab, Qur'an, Minbar, Wudu, Prayer Mats, Hajj Summer 2: Allah, Qur'an, Mohammad, Muslim, The Five Pillars, Moaque, Belong, Pilgrimage, Zakah, Prayer, Fasting, Shahadah	Summer: God
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and relating to religious communities - 1.4a Identify and ask questions about customs associated with particular religious and non-religious ways of life - 1.4b Find out about ceremonies in which special moments in life are marked - 1.4c <u>Meaning purpose and truth</u> Ask and respond to questions about things that are interesting or puzzling in the world - 1.5a Listen to and ask questions about stories of individuals and their relationship with God - 1.5b Explore a range of stories and extracts from sacred writings and talk about meaning they have for believers - 1.5c <u>Values and Commitments</u>				
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Reflect and respond to stories highlighting the morals and values of believers in practice - 1.6a Reflect on examples of care and concern shown by believers and religious communities and explore reasons for these actions - 1.6b Explore stories from religious traditions and find out about attitudes to the natural world - 1.6c				
<u>Beliefs teachings and sources</u> Explore the origins of sacred writings and consider their importance for believers today - 2.1a Explore a variety of forms of literature found in sacred books and investigate a range of religious teachings - 2.1b Explore the life of religious and inspirational figures making links, where appropriate, with teachings	LKS2	Year 3: Explore: Pupils use words and phrases to identify some features of religious life and practices valued by believers. Pupils can retell religious stories and suggest meanings for religious actions and symbols. They identify how religion is expressed in different ways. Engage: Pupils can recognise that some questions can cause people to wonder and are difficult to answer. Pupils can share ideas about right and wrong. Reflect: Pupils can name more than one religious tradition or faith community and can talk about some distinctive	Year 3: Autumn 1: Diwali/Divali, Ramyana, Rama, Sita, Lakshmi, Rangoli Patterns, Diva Lamp, Puja Tray, Madir Autumn 2: Advent, Incarnation, Christmas, Jesus Christ, God, Nativity Scene, Meaningful Spring 1: Mracle, Incarnation, Blind Man, Paralysed Man Spring 2: Salvation, Gospel, Forgiveness, Palm Sunday, The Last Supper, Tomb, Bread & Wine, Maundy Thursday, Good Friday, Disciples, Judas	Year 3: Autumn: Rama Sita Spring: Jesus Brahman Brahma Vishnu Shiva Summer: Brahman

and practices of special significance to followers 2.1c Explore the meaning of a wide range of stories about the beginnings of the world and reflect upon their importance for believers and non-believers - 2.1d <u>Practices and ways of life</u> Compare and contrast the practice of religion in the home in different religious communities - 2.2a Identify the main features and patterns of an act of worship and talk about the importance of worship for believers - 2.2b Investigate some features of key religious festivals and celebrations and identify similarities and differences - 2.2c		features of each religious tradition/faith community. Pupils know that some people do not identify as being religious. Year 4: Explore: Pupils use developing vocabulary to describe and show understanding of religious sources, practices, beliefs, ideas, and experiences. They make links between them and describe some similarities and differences both within and between religions. They describe the impact of religion on people's lives. They explore and explain meanings for a range of forms of religious expression and non-religious expression. Engage: Pupil's raise, and suggest answers to fundamental questions of identity, belonging, meaning, purpose, truth, values, and commitments, recognising the implications and consequences of making moral choices. Reflect: They can apply their ideas about identity and commitment in a diverse world to their own and other people's lives. They describe what inspires and influences themselves and others, especially their commitments, values and choices. They can recognise in themselves and other's some reactions to living alongside others who have a different faith or stance. They can explain why	Summer 1: Brahman, Trimurtri, Shiva, Vishnu, Ganesha, Lakshmi, Puja, Omnipresent Summer 2: Ganga, Varansi, Brahman, Pilgrimage Year 4: Autumn 1: Covenant, Abraham, Isaac, Moses, Ten Commandments, Ner Tamid, Synagogue, Rabbi, Tallit, Mezuzah, Shema Autumn 2: Frankincense, Myrrh, Christingle, Incarnation, Angels, Nativity, Shepherds, Symbol Spring 1: Pesach/Passover/Sedar, Hagdah, Matzah, Charoset, Zeroh, Beitah, Maror, Karpas, Charzeret, Exodus, Moses, Kashrut, Kosher Spring 2: The Lord's Prayer, The Last Supper, Peter, Forgiveness, Resurrection, Sins Summer 1: Ten Commandments, Shabbat, Sedar, Synagogue, Torah, Bar Mitzvah, Bat Mitzvah, Tu B'Shevat, Shema	Year 4: Autumn: Abraham Isaac Spring: Moses Summer: Anne Frank Albert Einstein
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Investigate the life of a person who has been inspired by their faith and make links between belief and action - 2.2d <u>Expressing meaning</u> Explore the symbolic use of a wide range of objects, sounds, visual images, actions and gestures and make suggestions as to the intended meaning they might have for believers - 2.3a Explore the meaning of stories drawn from religious sources and reflect on the significance of key words, phrases or expressions - 2.3b Compare and contrast the use of symbols, actions and gestures used in worship by different communities - 2.3c Identify some of the ways in which religions name and describe attributes of God and make links with belief and practice - 2.3d	UKS2	Year 5: Explore: Pupils use an increasingly wide vocabulary to explain the impact of religious beliefs and non-religious life stance on individuals and communities. They show a developing insight into why people belong to religions. They demonstrate that similarities and differences illustrate distinctive beliefs within and between religions. They suggest possible reasons for this and explain how religious sources are used to provide answers to ethical issues. Engage: Pupils ask, and suggest answers to fundamental questions of identity, belonging, meaning, purpose and truth, values and commitments, relating them to their own and others' lives and making clear connections between personal viewpoints and action. Reflect: Pupils explain what inspires and influences them, expressing their own and others' views on the opportunities and challenges of commitment in a diverse world. They identify the consequences for themselves and for others of holding particular beliefs and values.	Summer 2: Church, Baptism, John the Baptist, Eucharist/Holy Communion, Worship Year 5: Autumn 1: Guru, Amrit, Khalsa, Karah, Prshad, 5 K's, Kirpan, Kesh, Kara, Kangha, Kachera, Guru Granth Sahib, Golden Temple of Amritsar, Guru Nanak Autumn 2: Advent, Carnation, Luke Ch 1: 26-38 and Ch 2: 1-20, Matthew Ch 1: 18 - Ch 2: 12 Spring 1: Guru, Guru Granth Sahib, Guru Nanak, Khalsa, Mardana Spring 2: Holy Week, Pilate, Herod, Mount of Olives, Garden of Gethsemane Summer 1: Guru, Amrit, Khalsa, Karah Parshad, 5K's, Kirpan, Kesh, Kara, Kangha, Kachera, Guru Granth Sahib, Langar, Golden Temple of Amritsar, Guru Nanak, Sewa, Gurwara Summer 2: Ten Commandments, Confirmation, Lord's Prayer Year 6: Autumn 1: Five Pillars, Zakah, Sawm, Qur'an, Hajj	Year 5: Autumn: Jesus God Guru Nanak Spring: Guru Nanak Krishna Mother Teresa Summer: Year 6: Autumn: Jesus Spring: Martin Luther King Jr Summer: Allah
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<u>Identity diversity and belonging</u> Explore the diversity of a range of religious traditions and identify and reflect on similarities and differences - 2.4a Find out about the activities of a local religious or community group and make links with key religious teachings or moral codes (British Values) - 2.4b Research some key events in the development of a religious or non- religious tradition and explain the impact on communities today - 2.4c Investigate the importance for believers of ceremonies in which moments in life are marked - 2.4d <u>Meaning purpose and truth</u> Raise questions about issues which cause people to wonder. Investigate some answers to		Year 6: Explore: Pupils use an increasingly rich vocabulary to give informed accounts of religions and beliefs. They interpret sources and arguments, explaining the reasons that are used in different ways by different traditions to provide answers for ethical issues. They interpret the significance of different forms of religious, spiritual and moral expression. They interpret sources and arguments regarding world views/issues. Engage: Pupils use reasoning and examples to explore relationships between beliefs, teachings and world issues. They express insights into their own and others' views on fundamental questions of identity and belonging, meaning purpose and perceived truth. Reflect: Focussing on values and commitments pupils consider their own response to the opportunities and challenges of living in a diverse world whilst considering the views and experiences of others. They can talk about examples of religious cooperation and why this is sometimes difficult.	Autumn 2: Incarnation, Crib, Carols, Traditions, Celebrations, Christmas, Christians Spring 1: Agape, Ten Commandments, Mount Sinai Spring 2: Lent, Ash Wednesday, Shrove Tuesday, Fish Symbol, CAFOD, Ten Commandments Summer 1: Akhirah, Muhammad, Qur'an, Five Pillars, Jihad Summer 2: Akhirah, Muhammad, Qur'an, Five Pillars, Jihad, Unmah	Prophet Mohammad
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be found in religious writings and teachings and world views - 2.5a Investigate and reflect on a range of religious and world view responses to suffering, hardship and death - 2.5b Investigate stories about God's relationship with people and suggest how, for some people, this helps them to make sense of life - 2.5c Make links between beliefs and action and reflect on how this might have local, national and international impact- 2.5d <u>Values and Commitments</u> Explore rules for living found in sacred writings and teachings and ask questions about their impact - 2.6a Investigate ceremonies associated with joining or belonging to a faith community and talk about the				
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meaning of commitment - 2.6b Engage with a variety of people about their beliefs and values and ask questions about the way commitment affects their lives - 2.6c Explore religious stories and teachings about the environment and identify and reflect on their impact on all - 2.6d				
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