



# Granby Primary School

## Religious Education Progression Document



		<u>Intent</u> Objectives; Skills; Knowledge	<u>Implementation</u> Teaching; Activities	Enrichment
<b>Year 1</b>	<b>Belonging</b>	Know which groups I belong to. Know who is in my family. Match religious symbols. Know how to welcome a baby. Know what is ordinary and special. Children to talk in partners about their own experiences. Children to question why people of different faiths have different symbols to which they attach importance. Children understand why people of faith perform certain actions.	Children talk about and draw themselves as part of a group they belong to. Children talk about and draw who is in their family. Children match religious symbols to the name of the religion. Children choose a gift for a new baby and make a card. Children discuss ordinary and special places and what makes them so.	
	<b>Celebrations</b>	Know why we celebrate Bonfire Night. Know why we celebrate Remembrance Day. Know why gifts are special. Identify gifts for Jesus. Identify invisible gifts. Know the Christmas story. Children learn that past events have an impact today. Children make choices about gifts. Children share their own experiences. Children show empathy for past tragic events and talk about their feelings.	Children ask questions about Guy Fawkes. Children talk and write about Remembrance. Children talk about the war memorial in the school. Children make choices about presents. Children understand about kindness, caring, helpfulness etc. as these are invisible gifts. Children revisit the Christmas story and understand its importance for Christians.	Visit to St Andrew's Church for a Christmas carol service.  Performance of a Nativity play for parents.
	<b>Jewish beliefs and practices</b>	Children learn how Shabbat is celebrated. They learn the story of Hannukah. They learn how the celebration of Hannukah relates to the story. They learn the story of the Passover. They learn how the celebration of the Passover relates to the story.	Children write a sentence to match a picture and draw a picture to match a sentence about Shabbat. They order and then write about the story of Hannukah. They write some sentences about the celebration of Hannukah. They write some sentences about the Passover story. Children draw the seder plate and label it.	



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<b>Year 1</b>	<b>A church inside and out</b>	Children learn why certain places have rules attached to them. Children identify a place which is special to them and can say why. Children learn the Christian place of worship is a church. They learn the outside features and that churches can look very different to each other. They learn what the common inside features of a church are and how people worship. Children learn the Easter story and get an understanding of why it is important to Christians.	Children make a poster with rules for a special place. They draw their own special place and say why it is special. They discuss features of different churches and label the outside features of an Anglican church. They match up activities and features of the inside of a church. Children learn the significance of the Easter story and explain which part they like best.	Trip to St Andrew's to learn about the church.  Easter service at St Andrew's.
	<b>Leaders and beliefs</b>	Children learn that some days are ordinary and some are special because they commemorate an event from the past. They learn to appreciate the significance of their own special items. They identify and learn the significance of Christian, Muslim, Hindu and Sikh artefacts.	Children write about what they do during the week. They write and draw about what they do on a special day, eg. their birthday. Children draw and explain what their special item is. They write about and draw a Christian artefact. They write about a prayer mat. Children match Hindu and Sikh artefacts with their correct name.	
	<b>Leaders and beliefs</b>	Children learn the qualities needed to be a leader. They identify people who lead to keep the community safe etc. They learn about St Francis of Assisi. They identify the names of leaders of different faiths and their work. They learn that a person may do what they do because of a calling from God. (Moses)	Children draw a person they know who they consider to be a good leader and say why. Children write qualities of particular leaders on pictures. They write facts about St Francis of Assisi. They predict Moses' thoughts when he was called to be a leader.	



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<b>Year 2</b>	<b>Myself</b>	Children recognise the key people in their lives, family and friends and what they share together. Children understand positive and negative feelings and how to channel these to become a better person. Children learn that for Jesus kindness was important. Children recognise that religious rules help you to be a better person. Children cooperate with each other as part of a team. Children discuss and try to resolve conflicts.	Children draw and write about special people and events. They make a wish for a child's future. They think of acts of kindness they can show to others. Share ideas that would benefit those in the community. They plan and play their own game and teach it to others. They discuss given conflict scenes and decide how they could deal with the situation.	
	<b>Celebrations</b>	Children understand why they celebrate. Children revisit the story of Guy Fawkes and learn how to stay safe around fireworks. Children revisit Remembrance day and talk around it in greater depth. Children learn about Id-ul Fitr and understand its importance. Children learn that religious teachings affect actions through the celebration of Sukkot and Christmas. Children learn what a Christingle represents.	Children draw and write about a celebration with their family. They sequence the Gunpowder Plot. They complete information about Remembrance Day and make a poppy. They draw a picture of their special day. Children write a letter explaining why they are leaving with Moses. Children sequence and retell the Christmas Story. Children make a Christingle.	Performance of a Nativity play for parents.
	<b>Stories from different religions</b>	Children understand that some stories have a moral. Children learn that Jesus' stories teach about behaviour. They understand that stories carry messages and meanings. They learn the meaning of Baisakhi. They learn to respond sensitively to the feelings and experiences of others. They understand Ganesha's importance in Hinduism. They identify a moral in a story.	Children design a poster encouraging classmates to do their best. They design a poster to raise money for a charity. They create a story book telling the story of Baisakhi. The children write welcome notes to another person. They sequence a story about Ganesha. They share books and discuss the morals in the story.	



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<b>Year 2</b>	<b>Leaders and teachers</b>	Children learn what being a leader means and identify characteristics of a good leader. Children learn about Moses as a leader. Children learn who celebrates Easter and why. Children learn who Muhammad was and why he is a role model to Muslims. Children learn that Guru Nanak was a holy man and the first Sikh guru. They learn what a langar is. Children learn what religious leaders have in common. They learn the term 'role model'.	Children draw and ideal leader robot and label with good characteristics. Children make a storyboard to retell the story of Moses and the great escape. Children use pictures and write sentences to retell the story. Children discuss who their heroes are and explain why. Children make an invitation to a sharing meal. Children make a poster showing how they should behave in school.	Easter service at St Andrew's.
	<b>Belonging</b>	Children learn about ways in which they belong. They see examples of how Christians belong to a community. Children identify meanings for religious symbols in Sikhism. They learn the ways Muslims worship. They learn how certain objects have a special meaning in Hindu worship. They begin to understand the basic ideas of humanism.	Children design a new school badge which has a positive meaning. Children in groups make a Christianity mind map. Children write a rule for school and draw a corresponding symbol. Children label parts of a mosque. Children draw puja artefacts and add three of their own personal artefacts. Children discuss the wonders of nature.	
	<b>Beliefs</b>	Children learn what the Torah shows about Jewish beliefs. They identify ways in which the Bible is important to Christians with reference to Mary Jones. Children learn how the one Hindu god has many forms. Children learn the respect given to the Guru Granth Sahib. Children learn the story of Muhammad and the Qur'an. Children compare the different religions taught this half term.	Children make a Torah including one of the Ten Commandments. Children 'hot seat' as Mary Jones with other children asking questions. Children make an elephant out of playdough with their eyes closed, then compare them. Children write their own 'life lessons'. They write about how the Qur'an was revealed to Muhammad. Children sort pictures into the correct religious group.	



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<b>Year 3</b>	<b>Who is my neighbour?</b>	Children understand what it means to be a neighbour and identify the moral of the story. Children justify why Mother Theresa was a ‘good neighbour’? Children empathise with people whose lives are very different from their own. They learn what inspirational means. They discuss Thomas Barnardo’s actions and their impact. They consider the lives of 19 <sup>th</sup> century children. Children will compare the inspirational people.	Children verbally retell and order the story of the Good Samaritan writing additional sentences. They participate in whole class discussion giving opinions and factual answers. They record Mother Theresa’s life chronologically. They discuss the impact of Bob Geldof’s fund raising initiative. They think of ways they can help. The children write about the life of Thomas Barnardo. They compare the three people.	Discussing fundraising ideas. Use of drama.
	<b>Who inspires me?</b>	Children empathise with those who have suffered from racism. Children identify how Florence Nightingale changed the nursing system. They understand the difficulties face by women in the UK pre 1920s. They recall facts to create a fact file. They empathise with those who suffered during apartheid. The children consider who has been inspirational in their own lives.	Children write an account of the bus boycott from Rosa Park’s perspective. Children will sort statements into ‘before’ and ‘after’ Florence Nightingale. Children will order a timeline about Emmeline Pankhurst. They make a fact file about Anne Frank. Children write about Nelson Mandela using their own words. Children identify their own inspirational person.	
	<b>How are religious symbols important?</b>	Children learn that symbols are used by companies as well as religions. They learn the specific Christian symbols and their connotations. Children name the five pillars of Islam. They understand how these mould a Muslim’s life. Children learn specific Jewish symbols. Children identify religious clothing items. Children explore symbolism in religious foods.	Children match religious symbols and say why a particular symbol is used. Children write an explanation for some Christian symbols. Children write facts about the five pillars and decide on the most important. Children write about Jewish symbols and design a Hamza hand. Children discuss clothing and design a Christian piece of clothing. Children write about different religious foods.	



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<b>Year 3</b>	What does it mean to be a Hindu?	Children know what the different symbols in Hinduism mean. Using the story of Diwali the children identify good and bad, and give reasons for its use as a celebration. Children learn about the gods in the Trimurti. They understand what worship means and identify items used to create a shrine. Children identify descriptive features of a mandir and explain what happens there.	Children answer questions about the symbols in Hinduism. Children use drama to retell the story of Rama and Sita. Children sequence pictures to retell the story. (HA Retell without visual clues.) Children answer questions about the Trimurti and three other Hindu gods. Children answer questions or create a poster about worship. Children document similarities and differences between mandirs.	Use of drama. Trip to the mandir.
	How was our world made?	Children recall and sequence the Hindu story of creation. They then use drama to retell the story. Children identify the order in which God created the world according to Jewish / Christian beliefs. They explain the story of Adam and Eve. Children recall and compare the Muslim story of creation with other creation stories. Children learn what the Big Bang theory of creation is as explained by scientists.	Children order the Hindu story of creation. Children act out the Hindu creation story in mixed ability groups. Children write from God’s perspective about his creation according to Jewish / Christian beliefs. Children verbally retell the story of Adam and Eve. Children write qualities Allah would choose to mould a person. Children make a factual poster about the Big Bang theory of creation.	Use of drama.
	How should we look after our world?	Children reflect on how the world is changing because of human involvement. They think how a creator God would feel about what is happening. They learn how believers show respect for the smallest creatures. They learn about how the Bishnoi and Jews show their respect for plants and trees. Children learn how to show respect for water. Children think about how they can care for the world.	Children share the ‘wow’ aspects of creation and the ‘ow’ aspects brought about by mankind. After hearing Noah’s ark they make a promise to make a positive change to the environment. They design a poster highlighting ways of showing respect for all the creatures. Children make a class tree to show respect for nature. They write a synopsis of Muhammed’s story relating to water. They make a poster showing how to care for the world.	



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<b>Year 4</b>	<b>People of faith</b>	Children identify events in Malala Yousafzai's life. Children explain the meaning of the Dalai Lama's beliefs. They identify the core beliefs of Jonathan Sacks. Children understand how Fauja Singh's faith helped him overcome his challenges. They explain why someone inspires them. Children explain what their own beliefs are and how they affect their behaviour.	Children make a story map for Malala's life. They discuss the meaning of different quotes from the Dalai Lama. Children look at respecting differences and identify difficulties and suggest solutions. Children make notes and create a comic strip for Fauja Singh's life. Children reflect on why certain people inspire them. Children explain their beliefs to others and how this affects their behaviour.	
	<b>Christianity</b>	Children describe Jesus and his importance to Christians. They can explain the meaning of the ten commandments. Children explain why certain places are special to Christians. They explain what happened to Jesus in the desert and how Christian festivals are connected to each other. Children know how the Bible is organised. Children know the key Christian symbols and what they represent.	Children answer questions about Jesus' life. Children explain the meaning of the ten commandments. Children write why each image is important to Christians. Children write about Jesus in the desert. Children complete a Bible hunt activity finding verses. Children explain the relevance of a cross, fish, dove, candle and holy trinity.	
	<b>Values: What matters most?</b>	Children explore concepts of being naughty or good, and think about a code for living. They understand that non-religious people can be good. Children use dilemmas for learning, and build up understanding of the concepts of fairness, justice, forgiveness and free choice. Children explore the Christian values of love and forgiveness. They explore the fact that different people have different values. They learn about the value of peace.	Children list naughty things and consequences. They make a Rule card. Children discuss the views of the British Humanist Association. Children are given an opening to a dramatic situation. They dramatize a good rule and bad rule ending. Children write good actions on fruit to go on a tree. Children sort given 'values' into their own order of merit. Children write ideas on leaves to make a Peace Tree.	



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<b>Year 4</b>	Why is Easter important?	Children learn about the events of Palm Sunday, and the significance of the Last Supper. They learn about the events leading up to the arrest of Jesus. They look at the events and emotions surrounding the crucifixion of Jesus. They study the events of the resurrection and explore Christian beliefs in life after death. They learn about the meaning of 'Messiah' for Jesus and summarise the events of Holy Week.	Children write about the emotions of participants on Palm Sunday. Children act out the Last Supper in groups and share with the class. Children discuss the feelings of characters in the Garden of Gethsemane and write about what happened. Children hot-seat different characters from the crucifixion. Children make a storyboard of the resurrection. They retell the events in different formats.	
	How is new life welcomed?	Children consider and understand how people feel when a baby is born. Children learn about Christian baptism. They reflect on some of the Muslim birth ceremonies. They understand how a new life is welcomed in Sikhism. Children compare Christian, Muslim and Sikh birth ceremonies and reflect on their importance to parents. They learn how the birth ceremonies of the different religions lead to other rites of passage.	Children list things a baby will need. Children create a poster or pamphlet about infant baptism. Children choose and write the words they would like whispered to them when they were born. Children research the meaning of their own name. Children design a Birth Ceremony card. Children discuss the different rites of passages of the faiths covered and those non-religious rites of passage.	
	Why are places of worship special?	Children consider which places are sacred and why. They learn the importance of the mosque, church, synagogue, mandir and gurdwara to individuals and the community. They learn about the worship that takes place in these religious buildings.	Children label places of worship and draw and explain their special place. They describe the features found in a mosque, church and synagogue. Children write their own 'Rules for showing respect'. They describe the features found in a gurdwara.	



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<b>Year 5</b>	<b>Christianity – New Testament</b>	Children understand what the gospel writers thought of Jesus. Children explain why people thought Jesus was the Messiah. Children explain why Jesus died and ask questions of him. Children understand why Jesus came to be resurrected. They learn about the holy spirit. Children explain how the Christian church started. They learn what happened to Paul to make him a Christian.	Children write down what they think the gospel writers thought of Jesus. Children find an example of how Jesus is shown to be the messiah. Children answer questions about Jesus’ death. Children sequence the resurrection story. Children write about a community and what they are passionate about. Children discuss Paul’s determination, backing up their arguments with examples.	Visitor led sessions
	<b>Old Testament</b>	Children know the structure of the Bible and where the Old Testament fits. Children explore the Book of Exodus. Children learn the major events in the books of Joshua and Judges. Children explain the Story of Ruth. Children know what happened in the Book of Samuel. Children learn why the kingdom was divided. They summarise the stories of Esther and Nehemiah.	Children find a story in the Bible. Children write about Moses. Children differentiate between Samson’s strengths and weaknesses. Children write about Ruth’s kindness. Children write about how God’s input determined David should be king. Children write about the Jews in exile.	Visitor led sessions
	<b>What does it mean to be a Sikh?</b>	Children learn how Sikhism began. They learn about Guru Nanak. Children learn the key beliefs of Sikhism and learn the four commands. Children learn the 5Ks and how they impact on everyday life. Children learn the importance of the Guru Granth Sahib and how it is used in ceremonies. Children understand how the Guru Granth Sahib inspires a Sikh. Children express their views and commitments in light of their learning on Sikhism.	Children write and draw about Guru Nanak’s life. Children answer questions about Sikhism and design an information leaflet. Children write an explanation of each of the 5Ks. Children write about the ceremonies which use the Guru Granth Sahib. Children discuss and explain quotes from the Guru Granth Sahib. Children make an information sheet explaining who their Guru would be, what matters to them, how they show equality.	



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<b>Year 5</b>	<b>Topic</b>	Year 5 fit their RE into 5 half terms.		
	<b>The importance of Muhammed</b>	The children explain who Muhammed was and learn about his characteristics. They compare the Qur'an with other sacred texts and understand its importance for Muslims. They explain how particular extracts are relevant. They understand the importance of prayer and how particular truths may be different for each religion. The children learn about the Hajj journey. They summarise what they have learnt about Islam.	Children write a character description of Muhammed. Children complete an acrostic poem using 'revelation'. Children create their own commandment using advice that has influenced them. Children draw a picture of a Muslim in prayer and explain how it improves their life. They draw a storyboard of the pilgrimage to Mecca. They write questions about Islam for their partner to answer.	
	<b>The importance of marriage</b>	The children discuss and explain why people choose to get married. They learn some of the key features of Christian, Jewish and Muslim weddings. Children consider the values of the humanist approach to marriage and learn the differences between that and other marriages. They learn why some relationships go wrong. They reflect on a Bible story to consider how relationships can be kept strong.	The children write statements about what love is. They act out a Christian wedding. Children produce a contract for a Jewish wedding. They create a recipe for an arranged marriage looking for the qualities required. Children create a reading for a humanist marriage. Pupils create and perform an advert for KS1 promoting the top 5 tips to keep relationships strong.	



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<b>Year 6</b>	<b>Justice</b>	What do children think is fair? Who should provide justice? Children learn about forgiveness through the story of Michael Watson. They learn what religions teach about justice. They think about justice and how this can affect their behaviour. They research how Christians promote justice for those in poverty. They research different charities.	Children discuss what is fair. They devise role play endings to a bullying story and justify fairness. Children write their opinions about fair and unfair situations. Children write a poem about forgiveness. Children write a prayer or reflection about justice. Children write a modern interpretation of the story of the sheep and the goats. Children write about a charity they have researched.	
	<b>Justice and Fairtrade</b>	Children learn what Fairtrade is. They learn how it supports farmers. Children explain the importance of Fairtrade. Children understand why the Christmas story is significant for Christians and consider the emotions of the various characters. They retell the story from the perspective of the three wise men and Herod.	Children decide what proportion of the money for a banana should go to each person involved and find out what actually happens. They explore the Fairtrade website. Children design a leaflet showing how Fairtrade helps farmers. Children discuss emotions of characters in the Christmas story. They rewrite it from Herod's / wise men's perspective.	
	<b>Worship and Community</b>	Children understand belonging to the Granby community. They consider how a church is a type of community. They explain features of a church. They compare an Anglican and Catholic church. They learn how a Hindu can worship at home as well as a mandir. They explain the features of a gurdwara. They learn what a synagogue is and how Shabbat is worshipped.	Children design a poster showing loyalty and belonging to Granby school. Children explain the meaning of the song 'I am the church'. Children write explanations for the features of a church. They compare and contrast different mandirs. They describe the features of a gurdwara. They write about the meanings behind the Shabbat items.	



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<b>Year 6</b>	<b>What is the role of mosques in Islam?</b>	Children identify key external features and recognise similarities and differences between mosques. They identify key internal features and what happens there. Children understand the importance of prayer and which actions make up prayer. They learn what Hajj is. They learn why the Qur'an is important and how it was revealed.	Children write about the similarities between mosques and the features they all share. They describe mosque interior features. Children write about the importance of prayer and design a prayer mat. They write a postcard to family as if they were on Hajj. They discuss in groups the meanings of quotes from the Qur'an.	
	<b>Topic</b>	Children learn about the different customs followed by those of various faiths and those with no faith after someone dies. They then evaluate what they have learnt and make their own judgements about what they believe.	Children write about the different customs. They do a survey involving other class members to ascertain their views. They list points for and against the belief in life after death. They discuss each custom and share their views.	
	<b>Topic</b>	As above, the topic spans the whole of the Summer Term.	As above, the topic spans the whole of the Summer Term.	