



Danegrove Primary School

Progression in RE

using the Barnet Agreed Syllabus Progression Grid (J McGuire)



Barnet Golden Threads	Reception & KS1	KS2
<p>Myself</p> <p>Belonging</p> <p>Understanding how individuals develop a sense of identity and belonging through faith or belief, religion and worldview: how this may be expressed by belonging to a community, attending a place of worship, going on a pilgrimage, and following certain special rituals and behaviours and practices.</p>	<p>Myself and Belonging</p> <p>Special places in the home and the community</p> <p>Who are we?</p> <p>Why are some places special?</p> <p>Where do we belong?</p> <ul style="list-style-type: none">● Begin with the child- what do they belong to/ family/ school/ clubs/ community/ sport etc● talk about what is important to them and to other people with respect for feelings;● ask their own questions about God/deity, special people and special occasions● provide a good reason for the views they have and the connections they make.● Belonging to a faith/ belief group: community examples● Why do people like to belong?● What places are special to you?● Why places of worship are special to faith groups. Belonging to a group/ place of worship- why are these places special?● say something about how Christians/ one other religion talk about a relationship with God <p>recall key features of an inspirational event, place, ritual or special occasion</p>	<p>Religion and the individual</p> <p>Religion, family and the community (places of worship)</p> <p>Pilgrimage and sacred places</p> <p>What is important to me?</p> <p>How do people express their beliefs, identity and experience?</p> <p>What does it mean to belong to a religion?</p> <ul style="list-style-type: none">● ask important questions about the practice of faith and compare some different possible answers● describe and explain different ideas about God with reference to two religions or one religion and a non-religious worldview● link their own ideas about how to lead a good life to the teachings of religions and beliefs being studied● describe and compare different ideas Christians may have about developing their relationship with God, through prayer, pilgrimage or personal 'spiritual' experience● provide good reasons for the views they have, demonstrate that they have listened to the views of others and show the connections they make● describe a way in which some Christians work together locally: charity/ groups/ community support● Look at least one other religion and explore how they meet together and support others in the community● Look at how people that belong to a faith may express their religious beliefs through joining others on pilgrimage● Explore some examples of pilgrimage and sacred places and why these are so important

<p>(Story, Celebration and Symbols: Expressing meaning: Appreciating that individuals and cultures express their beliefs and values through many different forms: story/ texts/ teachings, actions, celebrations, symbols, artefacts, worship)</p>	<p>Story</p> <p>Celebration</p> <p>Symbols</p> <p>How do we celebrate our journey through life?</p> <p>Why are some stories special?</p> <ul style="list-style-type: none"> • Look at stories and why these can be so inspiring, help us to learn about different ways of life, how to deal with issues, and also how to just enjoy the magical element of a story- the words and pictures too. • What is your favourite story? Why? • Look at some of the favourite stories from Christianity and at least one other religion. • You may focus on a theme to bring these stories alive: belonging, forgiveness, light, celebration, community Tell stories/ show a video story that brings religious celebrations alive for the children • Examine the meaning behind the story- symbols • What do religious people learn from the story? • say how stories in a selected tradition are inspirational for believers; • say something about how and why followers of this tradition try to help others; • provide a good reason for the views they have and the connections they make. • What can non-religious people learn from the story? • Discuss the meaning of celebration- vocabulary • Begin with the child- how do they celebrate? What do they celebrate? • ask their own questions about God/deity, special people and special occasions; • recall some of the ways in which Christmas and Easter are celebrated in different ways by different Christians; • recall key features of an inspirational event, place, ritual or special occasion; 	<p>Teaching and Authority (sacred texts)</p> <p>Worship</p> <p>Journey of life and death</p> <p>Symbols and religious expression</p> <p>What is important to me?</p> <p>How do we make moral choices?</p> <p>What do people believe about life?</p> <p>How should we live and what teachings can inspire us?</p> <p>Why do religious books and teachings matter?</p> <p>How do we make moral choices?</p> <ul style="list-style-type: none"> • talk about what is important to them and to other people with respect for feelings; authority- following rules about behaviour at school and at home. • Unpack the vocabulary- teaching, authority, rules, respect • ask their own questions about God/deity, special people that have authority • say something about how Christians talk about a relationship with God; God having authority. • Speak about religious texts having authority- rules on behaviour- teachings about respect • say something about how and why Christians try to help others; following the teachings in religious texts/ explore at least one other religion • recall stories about an inspirational person; that follow the authority of the religious texts • recall places of worship: the teaching of leaders often happens when the community are together in a place of worship- they religious texts are shared- and teachings about how to behave • say how stories/ texts in a selected tradition (or more) are inspirational for believers; and have symbolic meanings • describe what Christians might learn about Jesus from the Gospel stories of miracles and his resurrection • describe some of the different ways in which different Christians show their beliefs in creation, incarnation and salvation, including through the arts, worship and helping others • describe and compare different ideas from the tradition being studied about the meanings of life and death with reference to key text
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	<ul style="list-style-type: none"> • Why do faith groups/ communities enjoy celebrating? • What are the symbols and meanings behind the celebration and the items or artefacts that may be linked to each story about a celebration? E.g. Christmas, Diwali and Hanukkah are all linked to light- unpack the symbolism of light • recall some of the ways in which Christmas and Easter are celebrated in different ways by different Christians; • recall the key features of the Gospel stories of Christmas and Easter; • say something about how and why Christians try to help others; • recall stories about an inspirational person linked to the celebration; • provide a good reason for the views they have and the connections they make. 	<ul style="list-style-type: none"> • ask important questions about religious experience and life after death and suggest answers that refer to traditions of religion and belief • explore how ideas about life and death are explored in the texts and traditions of religions: link to symbolic ideas and behaviours- wearing certain colours, crying, death rituals, birth rituals- marking of the beginning and end of life on earth- and the start of another life in some religions • say something about how and why followers of this tradition try to help others; • provide a good reason for the views they have and the connections they make
<p>Leaders, Teachers and Beliefs</p> <p>Understanding how moral values and a sense of obligation can come from beliefs and experience.</p> <p>Understanding how inspirational people, leaders and teachers can be role models and inspire us to lead good lives, or change the world for the better.</p> <p>Exploring some of the ultimate questions that confront humanity, and responding imaginatively to them.</p> <p><i>How do people tackle the big questions of life?</i></p>	<p>Leaders and teachers</p> <p>Beliefs</p> <p>How should we live our lives?</p> <ul style="list-style-type: none"> • Begin with the child- who do they think is an inspirational person and why? • Recall teachings/ stories of inspirational people • Unpack the vocabulary: inspirational, achievement, fame, wealth, influence, leader, world-shaper, moral, belief • Explore inspirational people within religions: Christianity and at least one other. • Share stories about the inspirational people from religion • Explore what they believed- unpack the teachings from the stories • How religious people interpret these stories and use the inspirational religious people as role models • How do the stories and examples impact on how they live their life in the real world- how they behave- how they 	<p>Inspirational people</p> <p>Beliefs (& questions)</p> <p>Beliefs in action</p> <p>What is important to me?</p> <p>How do we make moral choices?</p> <p>What do people believe about life?</p> <p>What can we learn from the life and teaching of Jesus?</p> <p>What does it mean to belong to a religion?</p> <p>What do people believe about life?</p> <p>How should we live and who can inspire us?</p> <p>How do we make moral choices?</p> <ul style="list-style-type: none"> • link their own ideas about how to lead a good life to the teachings of religions and beliefs being studied • provide good reasons for the views they have, demonstrate that they have listened to the views of others and show the connections they make

	<p>respond to problems in society- activities they may become involved with to help the community</p> <ul style="list-style-type: none"> • talk about what is important to them and to other people with respect for feelings; • say something about how Christians talk about a relationship with God, in terms of influence and authority and inspiration to lead a good life • Explore other examples of Christian/ other inspirational leaders or teachers, and why they look to them for guidance and inspiration; (refer to at least one other religion) • say something about how and why Christians try to help others; (refer to at least one other religion) • recall stories about an inspirational person (from a religion or world view); • say how stories in a selected tradition are inspirational for believers; • say something about how and why followers of this tradition try to help others; • Cover vocabulary linked to leaders within faith groups: Vicar/ Leader/ Rabbi/ Guru etc • provide a good reason for the views they have and the connections they make. 	<ul style="list-style-type: none"> • describe a way in which some Christians work together locally and why they do this • make links between Jesus' life and teaching and different forms of Christian action, such as in rituals and charitable acts • describe some of the rules and guidance used by believers and how that might be applied in working with others from different traditions • ask important questions about the practice of faith and compare some different possible answers • provide good reasons for the views they have, demonstrate that they have listened to the views of others and show the connections they make • ask important questions about social issues and suggest what might happen depending on different moral choices • describe and compare how important aspects of a religion or belief are lived out through social action by different communities • Examples of beliefs in action: Christianity and at least one other religion.
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