



RE Progression Framework at Summerfield School

According to the Milton Keynes Locally Agreed RE Syllabus 2017 - 2022

SPRING TERM/SUMMER TERM <i>Objectives</i>	Learning Intentions
<p style="text-align: center;">Year 1 – CHRISTIANITY</p> <p style="text-align: center;"><i>Who am I?</i></p> <p style="text-align: center;"><i>How are some stories and book sacred and important in religion?</i></p> <p style="text-align: center;"><i>What can people learn from religious leaders and teachers?</i></p> <p style="text-align: center;"><i>What does it mean to belong?</i></p>	<ul style="list-style-type: none">• To understand what Christians believe makes a person special.• To know how Christians believe about how people should live with others.• To learn about the importance of the stories and the Bible to Christians.• To know about the story of Jesus’s life and why this is important to Christians.• To learn about some of the stories that Jesus told and the reasons for telling the stories.• To know what people, learn from religious leaders and teachers.• To understand why and how Jesus is important to Christians.• To know the role of a priest, vicar or minister and why these are important to Christians.• To understand how Christians learn from the example of other Christians.• To understand what it means for Christians to belong to the religion.• To know how and why do symbols express religious meaning?• To understand how symbols help us to understand things and what symbols are used in everyday life.
<p style="text-align: center;">Year 2 – JUDAISM</p> <p style="text-align: center;"><i>What can people learn from religious leaders and teachers?</i></p> <p style="text-align: center;"><i>What does it mean to belong?</i></p>	<ul style="list-style-type: none">• To know what people learn from religious leaders and teachers• To know what a Rabbi does and why they are important to Jews.• To learn about what it means to belong to be part of a Jewish family.• To learn how Jews use their synagogue.• To learn how and why symbols express religious meaning?

<p><i>What do people believe about God, people and the natural world? Who am I?</i></p>	<ul style="list-style-type: none"> • To learn the importance of Jewish symbols in celebrations and Jewish life in general. • To learn about what Jews believe about God, people and the natural world from the Tenakh (Jewish Bible). • To understand how God cares for people in stories found in the Tenakh and what Jews learn from these stories.
<p style="text-align: center;">Year 3 – SIKHISM</p> <p><i>How do sacred texts and other sources help people to understand God, the world and human life?</i></p> <p><i>What influences the way people behave and what is expected of a person in following a religion or belief?</i></p> <p><i>How and why do religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment?</i></p> <p><i>Why, where and how do people worship?</i></p>	<ul style="list-style-type: none"> • To explain how Sikhism was founded. • To name the founder of Sikhism and identify where Sikh's worship. • To retell one of the stories celebrated during a Sikh Festival. • To explain why the Guru Granth Sahib is considered to be the last Guru. • To name the features of a Gurdwara. • To describe the main Sikh festivals and why they are celebrated. • To explain what the main Sikh symbols mean and represent. • To understand the importance of the 5 Ks – Kirpan, Kara, Kangha, Ka'achera and something to represent the Kesh (the uncut hair).
<p style="text-align: center;">Year 4 – HINDUISM</p> <p><i>How do sacred texts and other sources help people to understand God, the world and human life?</i></p> <p><i>What influences the way people behave and what is expected of a person in following a religion or belief?</i></p> <p><i>How and why do religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment?</i></p> <p><i>Why, where and how do people worship?</i></p>	<ul style="list-style-type: none"> • To learn sacred texts and other sources help people to understand God, the world and human life? • To learn what the sacred writings of Hinduism are and what they teach about the self, God, and the world. • To understand how they are used in ceremonies and to guide Hindu living. • To know what influences the way people behave and what is expected of a person in following a religion or belief? • To understand how Hindus express their beliefs through the way that they live their life. • To know what is expected of Hindus who have committed themselves to their religion. • To learn how Hindus respond to global issues of human and animal rights, fairness, social injustice and the importance of the environment.

	<ul style="list-style-type: none"> • To understand how Hindus worship at home and in the Mandir. • To understand the importance of pilgrimage to Hindus and what they might involve. Learn about the annual celebration of Janmashtami.
<p style="text-align: center;">Year 5 – ISLAM</p> <p style="text-align: center;"><i>(Belonging) Why, where, and how do people worship?</i></p> <p style="text-align: center;"><i>What influences the way people behave and what is expected of a person in following a religion or belief?</i></p> <p style="text-align: center;"><i>How do sacred texts and other sources help people to understand God, the world and human life?</i></p> <p style="text-align: center;"><i>How and why do religions and beliefs respond to global issues of human rights, fairness, social justice, and the importance of the environment?</i></p> <p style="text-align: center;"><i>(Belonging) Why are some occasions sacred to believers?</i></p>	<ul style="list-style-type: none"> • To understand how Muslims worship in mosques and elsewhere. • To know how features of mosques illustrate key Muslim beliefs. • To learn about how and why Muslims perform pilgrimage. This includes what makes places of Muslim pilgrimage (Makkah, Medina, Iraq/Iran, the sacred sites of Najaf and Kerbala) and why these places are sacred. • To learn about how Muslims express their beliefs through the ways that they live and what is expected of a Muslim who has committed himself/herself to the religion. • To understand what Muslims believe about God (Allah) and how the different names for Allah help Muslims to understand Allah. • To learn about what the Qur’an teach about Allah, the world and human life. • To understand how the Sunnah and the Hadith of the Prophet Muhammed used to guide a Muslim’s everyday life. • To learn about how the Qur’an is the core of everything a Muslim believes and how they show this. • To understand how Muslims respond to global issues of human and animal rights, fairness, social injustice and the importance of the environment. • To know why and how Muslims celebrate or otherwise mark important times in the year and life, such as Lailat al Miraj.
<p style="text-align: center;">Year 6 –</p> <p style="text-align: center;"><i>Compare Christianity, Judaism, Sikhism, Hinduism and Islam</i></p> <p style="text-align: center;"><i>What influences the ways people behave and what is expected of a person in following a religion or belief?</i></p> <p style="text-align: center;"><i>How do people’s beliefs about God, the world and others impact on their lives?</i></p>	<ul style="list-style-type: none"> • To explain what the word ‘heaven’ means to different religions. • To examine the concept of heaven according to the Abrahamic religions. (The concept of Eternity) • To explore what a worldview is. (The concept of Humanism) • To examine the concept of freedom. <p>Refer to twinkl resources</p>

How and why do religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment?

Formative assessment:

- high-quality teacher questioning
- teacher observations of children's verbal contributions in class
- teacher observations of verbal pupils' contributions in group work
- teacher observations of children engaged in collaborative learning
- teaching assistants scribing children's verbal responses
- quality verbal and written feedback
- effective use of self and peer assessment
- beginning and end of learning assessments
- prior knowledge and understanding mind maps (revisited at the end of the learning).

Collecting evidence:

- class floor/scrap books
- exercise books
- reflection diaries
- photographs
- records of group or class discussions
- class displays of pupils' contributions.