Orchard Lea Federation- RE: Progression of knowledge and skills

Infant overview:

Year group	Autumn	Spring	Summer
R Golden thread word 'Special'	**Harvest** **Concept**- Celebration	**Chinese new Year**	**Holi** – **Concept** – Remembering Festival of colour/spring Hindu faith Golden thread word - Special
	Christmas **Concept -** Celebrating Birth of Jesus Golden thread word - Special	**Easter** **Concept** - Symbol of new life Linked to eggs	**People Jesus met** **Concept** – Change
1 Golden thread words 'Special and Belonging'	**Harvest Autumn 1** **Concept**- Thankfulness	**Special Books Spring 1** **Concept-** Specialness Golden thread word – Special	**Water Summer 1** Christian and Hindu faith **Concept-** Ritual
	Angels at Christmas Autumn 2 **Concept**- Angels Golden thread word – Special	**Easter Spring 2** **Concept-** Sadness to happiness	**Belonging/ protecting Summer 2** **Raksha bandhan Hindu faith** **Concept** – Belonging Golden thread word – Belonging
2 Golden thread words Community and Love	**Bread at Harvest Autumn 1** **Key Concept-** Symbol	**Key events in the life of Jesus Spring 1** **Concept-** Authority Golden thread word – Community	**Creation Stories Summer 1** **Concept-** Creation Christian and Hindu faith
	Candlelight at Divali and Advent - Autumn 2 Hindu and Christian faith **Concept-** Candlelight as a symbol Golden thread word - Love	**Palm Sunday- Spring 2** **Christians Welcome Jesus** **Concept-** Welcoming Golden thread word - Love	**Jesus as a storyteller Summer 2** **Concept-** Learning from stories

Orchard Lea Federation- RE: Progression of knowledge and skills (Infant)

		Reception	Year 1	Year 2	End of Key Stage Expectations
Living Difference IV		A unit of study in a Year R class will be an enquiry into the children's experience of the concept/word and link strongly to the EYFS characteristics of learning and include at least one *golden thread* concept/word (*community, belonging*, *special* or *love*).	In KS1 will continue to explore and reflect on their own way of life, and feelings about this, and will also continue encountering religious and non-religious ways of living. Opportunities to explore and then later to share their own experiences of the concepts/words studied. In this way they will begin to be attentive to other people's experiences of concepts/words found in religious and non-religious ways of life. Focus will be on on concept A words (see vocab list below)	At this key stage the enquiry into what it means to live a religious and non-religious life will be concerned with enquiring into concepts/words common to all people (A concepts/words), where children will engage within their own experience. *Golden thread* concepts/words will be introduced across the whole key stage, alongside others that are also evident in religious ways of life, for example *happy*, *sad*, *remembering* and *thanking*. Towards the end of the key stage children should begin to explore concepts/words that are shared across many faith narratives (B concepts/words).	Communicate: To ***express creatively*** their response to their own experiences of the concepts/words introduced. **Apply:** To ***recognise*** *(in a different way to Year 1)* how their responses relate to events in their own and sometimes other people's lives. **Enquire & contextualise:** To ***simply describe*** what has been taught about how the concept/word and how it is used in the tradition studied. **Evaluate:** In ***simple terms children can discern***
Living Difference IV	Communicate	Join in with family customs and routines. Can talk about past and present events in their own lives. Share feelings and talk about why they respond to experiences in particular ways. Understand that not everyone enjoys the same things as them. Know similarities and differences between themselves and others/ among families, communities and traditions.	Children can talk about their own responses to their experiences of the concept explored. Eg – concept of Thankfulness. Share their feelings about this experience.	When prompted, children can describe in simple terms, using relevant vocabulary their responses to their experiences of the concept explored. Share their feelings about this experience and begin to recognise the feelings of others.	
	Apply		They can identify how their responses relate to events in their own lives. Eg what they are thankful for in their life.	They can identify simple examples of how their responses relate to their own lives and those of others. They recognise similarities and differences between their own responses and others.	
	Enquire		They can identify and talk about familiar key concepts explored that are common to all people (Group A concepts) – eg Christmas / Easter.	They can describe in simple terms using key vocabulary, key concepts explored that are common to all people (Group A concepts) and identify and talk about concepts that are common to many religions (Group B concepts)	

	Contextualise	They have visitors and explore concepts that are common to their lives. They understand different people have different beliefs, attitudes, customs and traditions and why it is important. They can recognise that different traditions/ beliefs can be celebrated / recognised in different ways and respect this. They know some reasons why people's lives are different.	They can recognise the ways in which the concept is expressed in the way of life of the people studied.	They can describe in simple terms the ways in which these concepts are expressed in the way of life of people studied.	***something of the value*** of these concepts/words in the lives of those living in the traditions studied as well as for their own lives and communities.
	Evaluate		They can evaluate human experiences of the concept by talking about it in simple terms and its importance to people living a religious life.	They can evaluate human experiences of the concepts studied by describing in simple terms their value to people who are religious through discussion with others.	
	vocabulary	**Year R Vocab:** *belonging • special*	**Year 1 and 2 Vocab:** Concept words (A) – Golden thread words *community • belonging • special• love.* *In Year 1 study 2 of these words/ In Year 2 study 2 of these words.* Concept words (B) *angels ceremony creation faith* *God prayer ritual symbol worship.*		

Orchard Lea Federation- RE Progression of knowledge and skills (Junior)

RE Subject overview

	Year 3	Year 4	Year 5	Year 6
Autumn	Theme: Creation Stories Key Concept: Creation Christian/Jewish/Hindu Golden thread - Special Theme Waiting during Advent Concept: Waiting A Christian	Theme: Trees Key Concept: Symbol Christian/Jewish Theme: Mary, Mother of God Key Concept: Holy Christian	Theme: Light Key Concept: Good and evil Christian/Hindu Theme: Dukkha Key Concept: Suffering	Theme: The Christian Story Key Concept: Salvation Christian/Jewish Theme: The Birth Narratives Key Concept: Interpretation Christian Golden thread -love
Spring	Theme: Passover Key Concept: Freedom Jewish Theme: Key events of Holy Week Key Concept: Changing emotions Christian Golden thread - Love	Theme: Rites of Passage Key Concept: Initiation Christian/Jewish Golden thread - Belonging Theme: Paschal Candle Key Concept: Ritual Christian	Theme: Places of worship Key Concept: Sacred Places Christian/Buddhist Golden thread - Special Theme: Events of Holy Week Key Concept: Sacrifice Christian	Theme: Ummah Key Concept: Devotion Islam Golden thread - community Theme: The Empty Cross Key Concept: Resurrection Christian

Summer	Theme: Making Choices Key Concept: Temptation Christian Golden Thread - Community Theme: Prayer Key Concept: Communication Christian (Catholic)/Jewish	Theme: Places of Worship Key Concept: Worship Christian/Jewish Golden thread - Special/community Theme: The Buddha Rupa Key Concept: Peace Christian/Buddhist	Theme: Wesak Key Concept: Enlightenment Buddhist Theme: Jesus' disciples Key Concept: Discipleship Christian	Theme: The Church in the Community Key Concept: Church Christian Golden thread - Belonging/community Theme: Caring for the World Key Concept: Stewardship Christian/Hindu Golden Thread - Special

		Year 3	Year 4	Year 5	Year 6	End of Key Stage Expectations
To develop ideas		Children are beginning to describe their own responses to the human experience of the concepts	Children can describe their own responses to the human experience of the concepts studied.	Children and young people are beginning to explain their own response to the human experience of the concepts explored.	Children and young people can explain their own response to the human experience of the concepts explored.	By the end of Year 4 (Lower KS2), most pupils will be able to: • investigate and connect features

To master techniques	Communicate	Key skill: With increasing independence, children can describe their own response with increasing specific vocabulary to their experience based on a concept studied. They can give some examples when prompted of their experiences. Share their feelings, support with an example, and recognise that others may feel differently.	Key skill: With increasing independence, children can describe using topic specific vocabulary their own responses to the human experience of the concept studied. They can give some examples when prompted, to their own experience. Share their feelings, support with an example, and recognise that others may feel differently.	Key skill: Children can confidently explain their own experience using specific vocabulary in response to concepts explored. Share their feelings and justify these, using examples and relating it to their own experiences. Begin to empathise with others and why they may feel differently.	Key skill: Children and young people can explain their own response confidently and independently to the human experience of the concepts explored. They can give a range of examples of their own experiences. Share their feelings and justify these, using examples and relating it to their own experiences. Empathise with others and why they may	of religions and beliefs • make links between beliefs, stories and practices • identify similarities and differences between religions and beliefs • describe and suggest meanings for symbols and other forms of expression • identify the impact of beliefs and practices on people's lives • identify what influences and inspires them, and why • compare their own ideas and
	Apply	Key skill: They can describe examples of how their ideas relate and affect others.	Key skill: They can describe examples of how their ideas and opinions relate and affect their own lives and the lives of others.	Key skill: They can explain examples of concepts and how they can relate and affect the life of others.	Key skill: They can explain in detail examples of how their ideas e relate and affect their own lives and the lives of others.	
	Inquire	Key skill: They can describe key concepts, which apply to all people, and some related to people living religious lives.	Key skill: They can describe key concepts that are common to all people as well as those that are common to the lives of those living a religious life	Key skill: They can explain key concepts that are common to all people as well as those that are common to the lives of those living a religious life (Group A and B concepts. They can also begin to describe some concepts related to a specific religious study	Key skill: They can explain key concepts that are common to all people (A concepts) as well as those that are common to many religions (B Concepts) and they can describe some key concepts that are particular to the specific religions studied	

	Contextualize	Key skill: They can describe the ways in which concepts are contextualised within some of the beliefs and/or practices and/or ways of life of people living a religious life in the religion studied.	Key skill: They can describe how these concepts are contextualised within some of the beliefs / practices / ways of life of people living a religious life within the religion studied.	Key skill: They can explain in more depth with increasing detail how these concepts are contextualised within the beliefs / practices / ways of life of people living in a religious life within the religions studied. They can begin to make comparisons between these practices and their own experiences.	Key skill: They can explain in more detail how these concepts are contextualised within the beliefs / practices / ways of life of people living a religious life in the religions studied. They can make comparisons between these practices and their own experiences.	feelings about what pupils think is important • make links between what they and other people think about God and • about what is important in life, giving reasons for

	Evaluate	Key skill: They can evaluate human experience of the concept studied describing the value to people through dialogue and identify and describe another viewpoint.	Key skill: They can evaluate human experience of the concepts by describing their value to people and through talking with others, can recognise, identify and describe another viewpoint.	Key skill: They can evaluate the concepts by explaining their value to people living a religious life through discussion and can recognise, identify and describe an alternative viewpoint.	Key skill: They can evaluate the concepts by explaining their value to people living a religious life by drawing on examples. Discussion with other children will enable them to identify and describe, in an increasingly complex way an alternative viewpoint.	beliefs, attitudes and • actions • ask significant questions about religions and beliefs, comparing ideas as • appropriate ...by the end of upper KS2 (year 6), most pupils will be able to: • explore, gather, select, and organise ideas about religion and belief • investigate and describe similarities and differences within and between religions and beliefs • comment on connections

						between questions, beliefs, values and • practices, drawing on key texts when appropriate • suggest meanings for a range of forms of expression, using appropriate vocabulary • describe the impact of beliefs and practices on individuals, groups and communities, locally, nationally and globally • investigate and describe how sources of inspiration and influence make a difference to themselves and others

						• apply ideas and reflections to issues raised by religion and belief in the context of their own and others' lives • suggest what might happen as a result of their own and others' attitudes and actions • suggest answers to some questions raised by the study of religions and beliefs
	vocabulary	<u>Year 3 and 4 Vocab:</u> faith obedience Fall Trinity Purim holiness Madonna Jew/Jewish/Judaism Torah freedom Passover (Pesach) Moses ritual Paschal candle suffering Good Friday crucifixion resurrection disciple Shabbat Hannukah Kingdom of God Pentecost		<u>Year 5 and 6 Vocab:</u> authority Mohammed Qu'ran mosque submission Five pillars Islam Muslim incarnation transformation Messiah justice salvation suffering sacrifice Empty Cross Ramadan Eid-Ul –Fitr origin conflict		