



Crawley Down Village C of E School

R.E. curriculum progression document

Crawley Down Village C of E School aspires to be a learning community where love and respect are at the heart of all we do. We aim to be a school that lives life in all its fullness; encouraging and supporting each other to be the best we can be.

Learning together, flourishing together: "With God, all things are possible." Matthew 19:26



At Crawley Down C of E School, Religious education provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human. It develops Children' knowledge and understanding of Christianity, other religions and worldviews that offer answers to questions such as these. It provides opportunities for personal reflection and spiritual development. It enhances Children' awareness and understanding of religions and beliefs, teachings, practices, and forms of expression, as well as the influence of religion on individuals, families, communities, and cultures.

RE Medium Term Planning: Curriculum Coverage Map

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS	Why is the word God so important to Christians	Why do Christians perform nativity plays at Christmas?	What makes every single person unique and precious?	Why do Christians put a cross in an Easter Garden?	How can we help others when they need it?	How can we care for our wonderful world?
Y1	Who made the world?	Why does Christmas matter to Christians? (Core Learning)	What do Christians believe God is like?	Why does Easter matter to Christians?	Why is the Torah important for Jewish People?	Why do Jewish Families say so many prayers and Blessings
Y2	Why is belonging to God and the church family important to Christians?	Why does Christmas matter to Christians? (Digging Deeper)	Why is learning to do good deeds so important to Jewish people?	What are the best symbols of Jesus' death and resurrection at Easter?	What is the good news Jesus brings?	How do some Muslims show Allah is compassionate and merciful?
Y3	What is it like to follow God?	What is it like for a Jewish person to follow God?	What is it like for a Muslim to follow God?	Why is the cross a special symbol for Christians?	What kind of a world did Jesus want?	How do Sikhs demonstrate Equality
Y4	What are Hindu beliefs and how do they influence the lives of believers?	What is the Trinity?	What do Christians mean when they talk about the Kingdom of God?	Why do Christians call the day Jesus dies 'Good Friday'?	When Jesus left what was the impact of Pentecost?	Who was Muhammed and what do Muslims learn from him?
Y5	What does it mean if God is holy and loving?	Are places Holy? Why do people of faith go on pilgrimages? Hinduism	How can following God bring freedom and justice?	What did Jesus do to save human beings?	What would Jesus do?	How does the Triple Refuge help Buddhists in their Journey through life?
Y6	Revelation (Islam – Emmanuel)	Was Jesus the Messiah?	What kind of king was Jesus?	What difference does the resurrection make to Christians?	Humanism Emmanuel	Creation and science: conflicting or complementary?

Each unit is to be based on 6-8 hours of teaching.

Purple Enquiry questions are Understanding Christianity units.

EYFS

	Autumn 1 Once Upon a Time – Wonderful Me & Families Why is the word God so important to Christians?	Autumn 2 Once Upon a Time – Traditional Tales Why do Christians perform nativity plays at Christmas?	Spring 1 Look up – Space What makes every single person unique and precious?	Spring 2 Look Up – Aliens Why do Christians put a cross in an Easter Garden?	Summer 1 Mammoth to Mini – Dinosaurs How can we help others when they need it?	Summer 2 Mammoth to Mini – Minibeasts and planting How can we care for our wonderful world?	Early Learning Goals
	By the end of Autumn 1 Children will know what is special to them and their families Children will know why God is important to Christians Children will know how and why we celebrate Harvest Festival	By the end of Autumn 2 Children will know that some people celebrate Christmas and the meaning of Christmas for Christians. Children will take part in a Nativity Children will know that some people celebrate Diwali	By the end of Spring 1 Children will know what makes them unique and precious, appreciating differences	By the end of Spring 2 Children will know the Easter story and why Christians put a cross in an Easter garden	By the end of Summer 1 Children will know how to help others when help is needed Children will know who can help them	By the end of Summer 2 Children will name and explain the purpose of a church Children will know how to care for our wonderful world	Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

Year 1

Ongoing Content– ongoing weekly PSHE/zones/R.E. lesson/ Archbishop of York Young Leaders

- Christmas Carols
- Big Story of the Bible

Autumn - Paddington		Spring – Crowns and Castles		Summer – A Gardeners' World	
Who made the world?	Why does Christmas matter to Christians?	What do Christians believe God is like?	Why does Easter matter to Christians?	Why is the Torah important?	Why do Jewish families say so many prayers and blessings? How is Judaism similar and different from Christianity?
By the end of Autumn 1 Children will know that Christians believe that God created the universe. That the earth and everything in it are important to God. Children will be able to identify the sequence of the creation story and know the importance Christians attach to a day of rest. • They will know that Christians believe they should give thanks to God for his creation and that Harvest Festival is a time to do this. Children will know that Christians believe they should care for the world because it belongs to God. They can give an example. Young Leaders: Kindness.	By the end of Autumn 2 Children will know that Christians celebrate Jesus' birth; Advent for Christians is a time for getting ready for Jesus' coming. Children will know that Christians believe that Jesus is God. They know the birth narrative i.e. The Angel appeared to Mary, Mary and Joseph travelled to Bethlehem where Jesus was born as a baby and he was placed in a manger. Angels appeared to the shepherds. The wise men brought gifts. Children will be able to use the term incarnation. Children will be able to use the term incarnation. They can talk about examples of how this theme has been explored in art and music (including hymns) by Christians. Young Leaders: Kindness	By the end of Spring 1 Children will know that Christians believe in God and that they find out about him in the Bible. They will know that a parable is 'a story (in this case told by Jesus) to help people understand ideas. They can find and say what some of these ideas are in the parable of the Lost Son and/or the Story of Jonah. They will know that Christians believe that God is loving, kind, forgiving and fair. They know that Christians worship God and pray to him. They can identify different types of Prayer e.g. Praise: saying sorry: asking: and saying thank you. Young Leaders: Perseverance	By the end of Spring 2 Children will know that Easter is very important in the 'Big story' of the Bible. Children will know the outline of events inc: Entry in Jerusalem; The last Supper: Jesus arrest and betrayal: He was put on trial; He was crucified: He came back to life and appeared to Mary Magdalene. Children will know that Christians believe that Jesus is willing to forgive all people even those that put him on the cross. Jesus did this to build a bridge between man and God. By rising from the dead he gives Christians a hope in a new life. Young Leaders: Perseverance	By the end of Summer 1 Children will know that Jewish people believe: The Torah is a very important book, so important, that when they get to the end, they start to read it all over again. The Torah was given to the Jewish people from God The Torah contains rules from God on how we should live. The Torah should be treated with respect. Young Leaders: Teamwork	By the end of Summer 2 Children will know that Jewish people: • Say prayers and blessings to God because it reminds them how great God is. • Say thank you to God for all he provides. • Have a day of rest each week called Shabbat. • Pray at both home and the synagogue. • Sometimes wear special clothes. Young Leaders: Action

Year 2

Ongoing Content or Vocabulary

- Ongoing Content– ongoing weekly PSHE/zones lesson R.E. Lessons
- Harvest Performance
- Big Story of the Bible

Autumn – London’s Burning		Spring - Africa		Summer – What a Wonderful World	
Why is belonging to God and the church family important to Christians?	Why does Christmas matter to Christians? (Digging Deeper)	Why is learning to do good deeds so important to Jewish people?	What are the best symbols of Jesus’ death and resurrection at Easter?	What is the good news Jesus brings?	How do some Muslims show Allah is compassionate and merciful?
By the end of Autumn 1 Children should know that: Christians believe: They are part of a church family. Christening / baptism is a special welcome into the Christian family. Presents are given to help the baby grow up as a Christian. It is important to welcome people to church because Jesus always welcomed people.	By the end of Autumn 2, Children should know that: Christians believe that Jesus is God and that he was born as a baby in Bethlehem. The Bible points out that his birth showed that he was extraordinary (for example, he is worshipped as a king in Matthew) and that he came to bring good news (for example, to the poor, in Luke). Christians celebrate Jesus’ birth; Advent for Christians is a time of getting ready for Jesus’ coming.	By the end of Spring 1 Children should be able to: Tell a Jewish story and say some things that people believe Talk about some of the things that that are the same for different religious people Say what some Jewish symbols stand for or some of the art (music, etc) is about Talk about some things in stories that make people ask questions Talk about what is important to me and to others with respect for their feelings	By the end of Spring 2 Children should be able to: Retell Easter stories and say some things Christians believe about Jesus Talk about what has made other people feel hurt or angry, excited or joyful Talk about things in the Easter story that make them, or others, ask questions Talk about what is important to me to celebrate and why Easter is important to me / others	By the end of Summer 1 Children will know that: Christians believe that Jesus brings the good news (Gospel) and that God loves them and he will forgive them when they go wrong. Christians believe that by forgiving they will find peace in their own lives, with others, and with God. They will know the story of the calling of Matthew the tax collector and that Jesus chose as his closest friends (disciples) many who were friendless. Children know that Christians will pray to God prayers to say sorry to ask for things to say thank you.	By the end of Summer 2 Children will be able to: Tell a story about Muhammad and an animal and say some things Muslims believe about being compassionate. Talk about some of the things that are the same for different Muslims at Ramadan e.g. eating early, fasting, breaking the fast Say that a crescent moon and star are symbols of Islam and what looking for the new moon at Eid-ul-Fitr is about Ask respectful questions about what it is like to fast and why Muslims do it .

Year 3

Ongoing Content or vocabulary

- Ongoing Content– ongoing weekly PSHE/zones lesson/ R.E Lessons / Archbishop of York Young Leaders
- Easter Performance
- Big Story of the Bible

Autumn – Home Is Where The Heart Is		Spring – Mission Impossible		Summer - Invasion	
What is it like for Christians to follow God	What symbols and stories help Jewish people remember their covenant with God?	What is it like for a Muslim to follow God?	Why is the cross a special symbol for Christians?	What kind of a world did Jesus want?	What do Christians learn from the Creation story?
By the end of Autumn 1: Children will know that Christians believe that God makes covenants or pacts with his people. i.e. The people of God promise to live the way God wants and God promises to stay with them. Children will be able to outline the stories of Noah and Abraham (add selected detail) and the way in which God made a covenant with both. Children will know that Christians often make covenants with God and with each other and can make links to e.g. Marriage vows and Baptism vows. Young Leaders: Kindness	By the end of Autumn 2 Children will know that: Covenant means promise. Jewish people believe: The rainbow is a sign of the first covenant with God. Abraham was called into a covenant with God. The Exodus was God's rescue of the Jewish nation from Egyptian slavery. God summoned the Jewish people to Mount Sinai to renew their Covenant with them. God's covenant is remembered at Passover. Young Leaders: Kindness	By the end of Spring 1 Children will know That submission is about recognising that Allah is to be obeyed at all times. That Muslims believe: That Allah is the one true God; the most important being in the universe. That Allah should be obeyed in every way and Muslims trust him to tell them the right thing to do. That praying five times a day helps them to remember to submit to Allah in all they do. Young Leaders: Perseverance	By the end of Spring 2 Children will know that: Christians believe Jesus was to put to death on a cross. This was a sacrifice for the whole world so everyone has the chance to live in heaven after they die God loves us so much we are worth the sacrifice Jesus made. Wearing a cross is a symbol of commitment to following Jesus. The stories of Jesus death are told in church during holy week. Young Leaders: Perseverance	By the end of Summer 1 Children will know that Christians believe that through his teachings Jesus challenges everyone about the way they live. Children will know that Jesus' first disciples left their jobs and families to follow him. Children will know that it is claimed that Jesus could heal a leper. By doing this Christians believe that showed love for those that others ignore. They can relate this to the activities of the local church and of Christian charities. Children will know what a parable is. Children can retell the parable of the Good Samaritan, the Levite and the priest passing by, the Samaritan stopping to help, and that Jesus asked who was this man's neighbour). Children will be able to describe the work of a Christian charity that tries to put this teaching into practice e.g. Christian Aid. They should know that people of other faiths and of none also run charity work. Young Leaders: Teamwork	By the end of Summer 2 Children will know that Christians believe that although God made the world, the Bible tells in Genesis 3 how humans spoiled that friendship with God, and that Christians call this the Fall. Children will know the story of Adam and Eve including Gods command not to eat the fruit, the serpent tempting Eve, Adam and Eve hiding from God, Adam and Eve expelled from paradise. Children will know that Christians believe that God wants to help people to get close to him again. He gives them guidelines such as the 10 commandments and offers forgiveness when they fall short. Children will understand that many Christians believe they are asked to be stewards or caretakers of God's creation and they know about examples where Christians have tried to put this idea in to practice e.g. Forest Churches, A Rocha movement. Children will know that some people don't believe that God made the world Young Leaders: Action

Ongoing Content or vocabulary					
- Ongoing Content– ongoing weekly RE Lessons /zones lesson - Pentecost performance - Big Story of the Bible					
Autumn – Inside Out		Spring – A Glimpse of Gold		Summer – Water, water everywhere	
What are Hindu beliefs and how do they influence the lives of believers?	What is the Trinity?	What do Christians mean when they talk about the Kingdom of God?	Why do Christians call the day Jesus dies ‘Good Friday’?	When Jesus left what was the impact of Pentecost?	Who was Muhammed and what do Muslims learn from him?
By the end of Autumn 1, children will know that: Hindus believe we all have a soul. The soul is reincarnated when we die, it lives on and moves into a new body. We collect good and bad karma through our actions which always have consequences. Hindus are encouraged in their holy books to perform acts of selfless kindness.	By the end of Autumn 2: Children will know that Christians believe God is Trinity: Father, Son and Holy Spirit. The Father creates; he sends the Son who saves his people; and the Holy Spirit on his people. Children will know that Christians believe the Holy Spirit is God’s power at work in the world and in their lives today, enabling them to follow Jesus Children will know that Christians often try to describe God using symbols, similes, and metaphors, in song, story, poems and art and have created art to help to express this belief. Children will know the story of Jesus’ Baptism (Matthew 3; 11-17) including that Jesus was baptised by John the Baptist that a voice came from above and the dove appeared. They know the symbolism this suggests. Children will be able to describe a Christian Baptism (child and adult) including the terminology of ‘in the name of the father, the son and the Holy spirit.	By the end of Spring 1, children will know that: Christians believe in living God’s way. Jesus summed this up with the Golden Rule: ‘In everything, do to others as you would have them do to you.’ God is King. The Bible and the parables of Jesus teach the right way to live. The Lord’s Prayer is an important prayer because it is about wanting God’s kingdom to come. Christians want to be part of spreading God’s kingdom on earth.	By the end of Spring 2: Children will know that Christians see Holy Week as the culmination of Jesus’ earthly life, leading to his death and resurrection. Children will be able to say what each event of Holy week means for Christians today inc: Palm Sunday: washing disciples’ feet at the Last Supper: Bread and wine at the Last Supper; Judas’ betrayal; Peter’s denial; the Crucifixion; the Resurrection. Children will know that most Christians believe that Jesus rose from the dead and so is alive today. They can explain why Christians call this Good Friday They will know that for some Christians today standing up for your faith can risk ridicule and even persecution.	By the end of Summer 1: Children will know that Christians believe that after Jesus returned to be with God he sent the Holy Spirit at Pentecost to help the church make Jesus kingdom visible by living in a way that reflects the love of God. Children will know the events of the day of Pentecost. That is; The sound of a mighty wind; speaking in tongues; the crowds mixed response: Peter preaches: 3000 believe and are baptised. The church grows from here. Children will know the symbols used for the Holy spirit that is; Wind/Fire/Dove/Water/ Comforter and they can identify them as used in art. Children will know the that Christians consider the church to be the ‘Body of Christ’ and that one body has many parts. They can explain what this means Children will know the term ‘Fruits of the spirit’ and how Christians believe that these are the qualities they should develop with the help of the Holy Spirit.	By the end of Summer 2, children will know that: A prophet is chosen by God and provides guidance in the form of a good example to follow. Muslims believe: Allah has sent many messengers into the world to call people back to him when they have behaved badly. Muhammad was chosen by Allah to be his final prophet Muhammad is greatly respected by Muslims but he is not to be worshipped. Muhammad told people to submit to Allah and to worship no-one else.

Year 5					
Ongoing Content or vocabulary					
- Ongoing Content– ongoing weekly RE Lesson - Remembrance Day Performance - Big Story of the Bible					
Autumn – Mission to Mars		Spring – Groovy Greeks		Summer – Sea-Faring invaders	
What does it mean if God is holy and loving?	What spiritual pathways to moksha are written about in Hindu scriptures?	How can following God bring freedom and justice?	What did Jesus do to save human beings?	What would Jesus do?	How does the Triple Refuge help Buddhists in their Journey through life?
By the end of Autumn 1: Children will know that Christians believe God is omnipotent, omniscient and eternal. They know that some people do not believe God exists (i.e. Humanist's) and can say why. They will know that there are different types of text in the Bible and can give examples of psalms, letters and prophecy Children will know that Christians believe God is holy and loving but that he is also angered by sin and injustice. Children will understand that not all Christians agree about what God is like but that all try and follow his teachings as they understand it. They can explain that this is why Christians can respond differently both in reaction to social injustice but also in styles of worship and church building. Children will be able to give an example of how biblical ideas about holiness love or forgiveness have made a difference in the world for example Coventry Cathedral.	By the end of Autumn 2: Children will be able to suggest reasons for the similar and different beliefs which people hold, and explain how religious sources are used to provide answers to important questions about life and morality They will be able to describe why people belong to religions and explain how similarities and differences within and between religions can make a difference to the lives of individuals and communities They will be able to use a wide religious vocabulary in suggesting reasons for similarities and differences in forms of religious, spiritual & moral expression found within and between religions They will be able to ask questions about things that are important to me and to other people and suggest answers which relate to my own and others' lives	By the end of Spring 1: Children will know that most Christians believe that God rescued his people from slavery in Egypt and that this story looks forward to Jesus' death and resurrection that rescued people from the slavery of sin. Children will know the outline story of Moses and the exodus (select detail) and they can show how these relate to the concepts of freedom justice and salvation Children will know that most Christians believe the 10 commandments (and the Torah) were given to Moses to guide people in how to live in the way wanted them to live as part of the covenant. Children will know that most Christians believe that Jesus brings a new covenant with his people showing them how to live through his teachings. They can relate this to the 5 Marks of Mission in the Anglican Church Children will know that the story of the exodus has inspired Christians to work for justice and freedom and they can give at least one detailed example of a charity that does this today. They are aware that other people fight for justice and freedom too.	By the end of Spring 2: Children will know that Christians believe that Jesus sacrifice on the cross was a way of paying for all the sins of mankind. That as a result they have been 'saved' or rescued by God. Children will know the outline of events of the crucifixion (Passion narrative) from John 19. That is: The soldiers mock Jesus: Trial before Pilate; Jesus carries his cross; Soldiers crucify Jesus; Jesus Mary and John; Jesus dies; Jesus side is pierced; Jesus is buried in Joseph's tomb. Children will know about the Isaiah 53 passage and can make connections to John 19 using the idea of the suffering servant. They use terms like Messiah, Passion, Salvation and Sacrifice in theological context. They know that Christians remember Jesus' sacrifice through the service of Holy Communion/ Lord's Supper/The Eucharist/the Mass). They are able to explain denominational difference in practice. They will know that some Christians feel called to sacrifice their own needs to the needs of others and they can give an example of this.	By the end of Summer 1: Children will know that Christians believe that the Gospel of Jesus is not just about setting a good example but also about healing the damage done (by sin) in the world. Children will know a range of Jesus' teachings: The wise and foolish builder's/the sermon on the mount/the healing of the centurion's servant/Jesus and the moneylenders/the woman caught in adultery. (select specific detail to retell). Children will be able to relate these teachings to activities undertaken by Christian groups and by the church to bring these teachings to life in their churches and communities. Children will know that although these texts are fixed the way that different Christians have interpreted them over the years and in different cultures will vary.	By the end of Summer 2 Children will know that: The triple refuge support Buddhists on their journey to enlightenment Buddhists believe: Buddha is the guide. They revere but do not worship Buddha; they take 'refuge' in him as their guide towards enlightenment. Dharma is the path (the teaching). It shows Buddhists the way to travel to reach enlightenment. It is a safe, well laid path which they can follow for themselves. Dharma includes rules for right living and teaching on how to avoid bad actions. Sangha are the travelling companions, the Buddhist community The Five precepts help you to live ethically and morally good lives.

Year 6					
Ongoing Content or vocabulary					
- Ongoing Content– ongoing weekly RE Lesson - Big Story of the Bible					
Autumn – Portals, People and Places		Spring – Off with Their Heads		Summer – Survival of the Fittest	
What does the Qur'an reveal to Muslims about Allah and his guidance?	Was Jesus the Messiah?	What kind of king was Jesus?	What difference does the resurrection make to Christians?	Why do Humanists say happiness is the goal of life?	Creation and science: conflicting or complementary?
By the end of Autumn 1: Children will be able to suggest reasons for the similar and different beliefs which people hold, and explain how religious sources are used to provide answers to important questions about life and morality They will be able to describe why people belong to religions and explain how similarities and differences within and between religions can make a difference to the lives of individuals and communities They will be able to use a wide religious vocabulary in suggesting reasons for similarities and differences in forms of religious, spiritual & moral expression found within and between religions Children will be able to give own and others' views on questions about who we are and where we belong and on the challenges of belonging to a religion; explain what inspires and influences me They will be able to ask questions about the meaning and purpose of life and suggest answers which relate to the search for truth and my own and others' lives They will be able to ask questions about things that are important to me and to other people and suggest answers which relate to their own and others' lives	By the end of Autumn 2: Children will know that Jesus was Jewish. They understand that 'Christ' is the Greek word for 'anointed one', or 'Messiah'. And that the Old Testament talks about a 'rescuer' or 'anointed one' – a Messiah. That Isaiah 9 v2-7 texts talks about what this 'Messiah' would be like. Children will know that most Christians believe Jesus is God incarnate and they believe that his birth, life, death and resurrection were part of a longer plan by God to restore the relationship between humans and God. Children will understand that Christians believe that Jesus fulfilled these expectations, and that he is the Messiah. (Jewish people do not think Jesus is the Messiah.) That Christians see Jesus as their Saviour (See Salvation). They will be able to give their own view to answer the questions 'Was Jesus the Messiah?' supported by a reasoned argument	By the end of Spring 1: Children will know that Jesus told many parables about the Kingdom of God and they can describe at least one in detail (the feast, the tenants in the vineyard, the unforgiving servant) Children will know that many Christians believe that Jesus teaching suggests that there will be a future kingdom where God's reign will be complete. Children will know that many Christians try to extend the kingdom of God by challenging unjust social practice and by practising forgiveness. Children will know the Lord's Prayer and can explain how this describes the Kingdom of God	By the end of Spring 2 Children will know that the book of Luke gives an account of a number of resurrection appearances. (Luke 24). They can describe these appearances; to the women at the Tomb, The road to Emmaus and to the disciples on the beach. Children will know that most Christians believe that Jesus resurrection means that death isn't the end and that they have hope in a new life with God in heaven. Children can explain how this is reflected in Christian worship in both modern and traditional songs. They will be able to describe a number (add specifics) of Good Friday and Easter Sunday celebrations across a range of denominational settings. They will be able to explain why certain things might happen at a Christian funeral.	By the end of Summer 1, children will know that: Humanism is a non-religious worldview. Humanists believe: - Every human has only one life to live: - That what is right and wrong should be based on reason and respect for others. - Happiness is a key purpose of this one life and that the time to be happy is now. - That happiness is found in treating others as you would like to be treated. - Do not believe in God or an afterlife. - Look to science instead of religion as the best way to discover and understand the world. - In the importance of providing meaningful non-religious ceremonies like weddings and funerals	By the end of Summer 2: Children will know that there is much debate and controversy around the relationship between creation stories in Genesis and scientific accounts. The y will be able to outline both points of view. They will know that there are many scientists who are also Christians. Children will know that the discoveries of science often make Christians even more in awe of the power and majesty of God. Children will know that some of this controversy is connected with the way in which the Genesis text is interpreted and the genre of writing it is considered to be; i.e. poetic account or historical account. Children will know that not all Christian believe the same about the relationship between Creation and science. Children will know and understand the significance of Psalm 8 for the Christian belief in stewardship.