

St. Andrew's C of E Primary School Long Term Plan for Religious Education



Progression in Comparing Religions

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Recognise and celebrate their own and others' creativity.</p> <p>To identify things in the natural world that they think are 'wonderful!'</p> <p>To identify things that are 'Natural' and things that are 'Man-made.'</p> <p>To begin to explore where these came from.</p> <p>To explore why some people say God made the world.</p> <p>To say what they think about our world.</p> <p>To be thankful for the world around us?</p> <p>To show that they care for the world around them.</p> <p>Identify something that is special to them</p>	<p>Retell the creation story</p> <p>Identify the different things that people believe about our world</p> <p>Suggest why they think Christians, Jews and Muslims and people who are not religious believe they should care for the world we live in</p> <p>Respond to the world with a sense of wonder and appreciation</p> <p>Realise that some questions about creation are difficult to answer</p> <p>Suggest why & how they should demonstrate care for their environment</p>	<p>Begin to show awareness of similarities and differences in the way people pray</p> <p>Suggest why some people might pray and others might not</p> <p>Suggest meanings for religious language and expression</p> <p>Respond sensitively to the views of others and give reasons why prayer might be important to someone and not to others</p> <p>Recognise that some questions about prayer are puzzling</p>		<p>Describe similarities & differences in the way people express beliefs through the arts</p> <p>Create their own piece of work that conveys inner feelings or beliefs</p> <p>Appreciate that the expressive arts can be a useful vehicle for conveying deeply-held beliefs and values</p>		<p>Explain why the 'golden rule' is used by many religious and non-religious people worldwide · suggest meanings for different statements of wisdom · describe similarities and differences between the beliefs of religious and non-religious people</p> <p>Decide on their own personal 'golden rule' and give a justification for it</p> <p>Make links between words of wisdom and their own behaviour</p> <p>Apply their ideas to everyday situations</p>

Say how they would look after something special						
Identify a memory that is special to them						
Identify something that is special to others						
Say why something is special						
Say why something is special						
Suggest why a religious artefact might be special						
Recognise what makes them special and unique						
Suggest what makes other people special and unique						
Recognise how they are part of their school community						
Talk about the different places where they belong e.g. family, clubs etc.						
Talk about how a new baby is welcomed						

<p>Talk about how different people belong to other communities (e.g. a church, synagogue or mosque community)</p> <p>Respond to stories about important religious people or leaders</p> <p>Know that birthdays are important and that they celebrate their birthday, the day they were born, once a year</p> <p>Begin to recognise how and why some festivals are celebrated</p> <p>Recognise that what they know about celebrations can help them to understand what's important to different people</p> <p>Identify a time that is special to them Recognise a time that is special to others</p> <p>Show they can be sensitive to the needs and feelings of others through their actions</p>						
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