At Fairfield Road the principal aim for RE is to engage pupils with systematic enquiry into significant human questions which religion and worldviews address, so they can develop the understanding skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

Curriculum aims

At Fairfield Road we want pupils to develop rich knowledge of religions and worldviews and to use this to increase their levels of religious literacy and conceptual knowledge. We want them to be able to articulate, with confidence, their own positions and ideas about religion, beliefs and spirituality – and then to change their minds if they chose to do so. Promoting social and ethic harmony is a moral imperative at Fairfield Road and RE has a has a significant contribution to make this happen.

By the end of EYFS children at Fairfield Road will be able to investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively. Explore key concepts and questions of belonging, meaning, purpose and truth, responding creatively while expressing their opinions on beliefs and what is special to them.

By the end of KS1, children at Fairfield Road to identify what enables different individuals and communities to live together respectfully for the wellbeing of all. To identify, investigate and respond to questions posed, and responses offered, by some of the sources of wisdom found in religious and non-religious worldviews

By the end of KS2, children at Fairfield Road will be able to express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues. They can appreciate and appraise varied dimensions of religion.

Progression of skills in Religious Education – Expected outcomes							
	EYFS	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
(A) Know and understand a range of religions and worldviews							
(A1) Describe, explain and analyse beliefs and practises, recognising the diversity which exists within and between communities and amongst individuals	Talk about some religious stories. Recognise some religious words. Recall simply what happens at a traditional Christian infant baptism Recall simply what happens when a baby is welcomed into another religion.	Talk about the facts that Christians believe in God and follow the examples of Jesus. Recognise that there are special places where people go to worship and talk about what they do there. Identify a special time they celebrate and explain simply what celebrations means. Talk about some simple ideas about Christian beliefs about God and Jesus. Identify some ways Christians celebrate Christmas, Easter, Harvest, Pentecost. Give an account of what happens at a traditional	Talk about the fact that Muslims believe in God (Allah) and follow the example of the Prophet Muhammad. Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr. Talk about the fact that Jewish people believe in God. Identify a special time they celebrate and example what celebration means. Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah. Identify some ways a festival is celebrated in Islam and Judaism.	Retell and suggest the meanings of stories from sacred texts about people who encountered God. Recall and name some of the ways that religions mark milestones of commitment, including marriage. Describe some of the ways in which Christians, Hindus and/or Muslims describe God. Make connections between some of Jesus' teachings and the way Christians live today. Describe how Christians celebrate Holy Week and Easter Sunday.	Describe what some believers say and do when they pray. Describe some examples of what Christians do to show their faith and make connections with some Christian beliefs and teachings. Describe some examples of what Hindus do to show their faith and make connections with some Hindu beliefs and teachings about aims and duties in life. Consider and evaluate the significance of prayer in the lives of people today.	Describe what Ahimsa, Grace or Ummah mean to religious people. Describe and make connections between examples of religious creativity (buildings and art). Outline Christian, Hindu and/or non- religious beliefs about life after death. Make connections between beliefs and behaviour in different religions. Make connections between belief in ahimsa, grace and ummah, teachings and sources of wisdom in the three religions.	Make connections between some of Jesus' teachings and the way Christians live today. Recall and name some key features of places of worship studied. Describe the Five Pillars of Islam and give examples of how these affect the everyday lives of Muslims. Make connections between the key functions of the mosque and the beliefs of Muslims.

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		baptism and suggest what the actions and symbols mean. Identify two ways people show they belong to each other when they get married.		Describe some ways Christians say God is like, with examples from the Bible, using different forms of expression. Make connections between the Easter story of Jesus and the wider 'big story' of the Bible, reflecting on why this inspires Christians.		Explain similarities and differences in ways in which key beliefs make a difference to life in two or three religions.	
(A2) Identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews	Talk about people who are special to them. Say what makes their family and friends special to them. Identify the qualities of a good friend. Recall and talk about stories of Jesus as a friend to others. Recall a story about a special person in another religion and talk about	Talk about ways in which Jesus was a special person who Christians believe is the Son of God. Recognise that some people believe that God created the world and so we should look after it. Retell a story that shows what Christians might think about God, in words, drama and pictures. Retell stories connected with	Talk about some of the stories that are used in religion and why people still read them. Talk about ways in which Jesus was a special person who Christians believe is the Son of God. Recognise that some people believe God created the world and so we should look after it. Retell a story about the life of	Recall and name some Bible stories that inspire Christians. Give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter. Make connections between stories in the Bible and what Christians believe about	Retell some stories behind festivals (e.g. Christmas, Diwali, Pesach). Describe the practice of prayer in the religions studied. Make connections between stories, symbols and beliefs with what happens in at least two festivals. Make connections between stories of temptation and why people	Identify the values found in stories and texts. Describe what Christians mean about humans being made in the image of God and being 'fallen,' giving examples.	Outline clearly a Christian understanding of what God is like, using examples and evidence. Outline Jesus' teaching on how his followers should live. Make connections between Muslim practice of the Five Pillars of Islam and their beliefs about God and the Prophet Muhammad. Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils. Explain the links between Jesus' death on the cross and Christian belief in love and forgiveness, giving reasons why Christians want to follow Jesus.

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	what can be learnt from it. Identify some of their own feelings in the stories they hear.	Christmas, Easter and Pentecost and say why these are important to believers. Retell Bible stories about caring for others and the world. Make links between what Jesus taught and what Christians believe and do.	the Prophet Muhammad. Recognise some objects used by Muslims and suggest why they are important. Retell a story that shows what Jewish people at the festival of Chanukah might think about God, suggesting what it means. Retell stories from the Christian Bible and stories from another faith, suggest the meaning of these stories. Retell Jewish stories about caring for others in the world. Make links between what the Holy Qur'an says and how Muslims behave. Make links between some Jewish teachings and how Jewish people live. Make links between the messages within	creation, the Fall and salvation. Suggest why some people see life as a journey and identify some of the key milestones on this journey. Explain how the Bible uses different kinds of stories to tell a big story.	can find it difficult to be good. Describe some ways in which Christians express their faith through hymns and modern worship songs. Describe some ways in which Hindus express their faith through puja, aarti and bhajans.		

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			sacred texts and the way people live.				
(A3) Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning	To know about similarities and differences between themselves and others, and among families, communities and traditions. Identify a sacred text.	Recognise some Christian symbols and images used to express ideas about God. Identify at least three objects used in worship in two religions. Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used. Recognise and name some symbols of belonging from their own experience, for Christians and one other religion, suggesting what these might mean and why they matter to believers. Suggest meanings for some symbols	Recognise that Muslims do not draw Allah or the Prophet, but use calligraphy to say what God is like. Recognise that some Jewish people remember God in different ways (mezuzah, on Shabbat). Talk about how the mezuzah in the home reminds Jewish people about God. Suggest meanings for some symbols and actions used in religious celebrations, including Chanukah and/or Eid-ul- Fitr.	Describe what happens in Christian, Jewish and/or Hindu ceremonies of commitment and say what these rituals mean.	Identify and name examples of what Christians have and do in their families and at church to show their faith. Identify and name examples of What Hindus have and do in their families and at mandir to show their faith. Make connections between what people believe about prayer and what they do when they pray. Identify similarities and differences in the ways festivals are celebrated within and between religions. Explain similarities and differences between at least two different ways of worshipping in	Give some definitions of some key terms to do with life after death e.g. salvation, heaven, reincarnation. Outline how and why some Humanists criticise spending on religious buildings or art.	Give two reasons why a Christian believes in God and one reason why an atheist does not. Make connections between how believers feel about places of worship in different traditions. Outline how and why places of worship fulfil special functions in the lives of believers.

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		and actions used in religious celebrations. Identify some similarities and differences between the celebrations studied.			two different Christian churches.		
(B) Express ideas and insights about the nature, significance and impact of religions and worldviews							
(B1) Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities	Give examples of special occasions and suggest features of a good celebration. Recall simple stories connected with Christmas, Easter and a festival from another faith. Say why Christmas, Easter and a festival from another faith are special times for believers.	Show an awareness that some people belong to different religions. Talk about how religions teach that people are valuable, giving some examples. Ask good questions during a school visit about what happens in a church or synagogue. Ask questions and suggest answer about stories to do with Christian festivals. Identify ways that some people make a response to God by caring for others and the world.	Talk about how religions teach that people are valuable, giving some examples. Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel. Talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat. Ask questions and suggest answers about stories to do with Islamic and Jewish festivals. Identify ways that some people make a	Identify beliefs about God that are held by Christians, Hindus and/or Muslims. Ask questions raised by the stories and life of Jesus and followers today, and give Christians are inspired by Jesus. Identify at least two ways Christians use the Bible in everyday life. Identify at least two promises made by believers at these ceremonies and say why they are important. Identify how and say why it makes a difference in	Ask good questions about what Christians do to show their faith. Ask good questions about what Hindus do to show their faith. Gives examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions. Give examples of ways in which some inspirational people have been guided by their religion.	Raise thoughtful questions and suggest some answers about life, death, suffering and what matters most in life. Explain what differences belief in judgement, heaven, karma, reincarnation might make to how someone lives, giving examples.	Define the terms theist, atheist and agnostic and give examples of statements that reflect these beliefs. Identify three reasons why the Holy Qur'an is important to Muslims and how it makes a difference to how they live. Express thoughtful ideas about the impact of believing or not believing in God on someone's life. Explain the impact Jesus' example and teachings might have on Christians today. Describe and reflect on the significance of the Holy Qur'an to Muslims. Comment thoughtfully on the value and purpose of places of worship in religious communities. Comment thoughtfully on the value and purpose of religious practices and rituals in a Muslims daily life.

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		Give examples of ways in which believers put their beliefs about others and the world into action, making links with religious stories.	response to God by caring for others and the world. Give examples of ways in which believer put their beliefs about others and the world into action, making links with religious stories.	people's lives to believe in God. Identify the most important parts of Easter for Christians and say why they are important. Give examples of how and suggest reasons why Christians use the Bible today.			
(B2) Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues	Talk about somewhere that is special to themselves, saying why. Be aware that some religious people have places that have special meaning for them. Talk about the things that are special and valued in a place of worship. Identify some significant features of a sacred place. Recognise a place of worship.	Talk about what is special and of value about belonging to a group that is important to them. Talk about ways in which stories, objects, symbols and actions used in churches and synagogues show what people believe. Gives examples of the ways in which believers express their identity and belonging within faith communities, responding sensitively to differences.		Suggest why having a faith or belief in something can be hard. Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people. Suggest why Christians believe that God needs to rescue/save human beings.	Respond thoughtfully to examples of how praying helps religious believers. Recognise and identify some differences between religious festivals and other types of celebrations. Recall and talk about some rules for living in religious traditions. Describe ways in which prayer can comfort and challenge believers. Ask questions and give ideas about what matters most to	Respond sensitively to examples of religious practice with ideas of their own. Suggest reasons why some believers see generosity and charity as more important than buildings and art. Express ideas about how and why religion can help believers when times are hard, giving examples. Explain some similarities and differences between beliefs about life after death.	Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging. Give examples of how places of worship support believers in difficult times, explaining why this matters to believers.

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					believers in festivals (e.g. Easter, Eid). Suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes. Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes. Suggest how and why religious festivals are valuable to many people.	Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view. Outline the challenges of being a Hindu, Christian or Muslim in Britain today.	
(B3) Appreciate and appraise varied dimensions of religion	Recall simply what happens at a traditional Christian infant baptism. Recall simply what happens when a baby is welcomed in another religion. Identify a sacred text.	Show that they have begun to be aware that some people regularly worship God in different ways and in different places. Identify some similarities and differences between the ceremonies studied.	Recognise some ways in which Christians, Muslims and Jewish people treat their sacred books. Recognise that sacred texts contain stories which are special to many people and should be treated with respect.	Identify some similarities and differences between ideas about what God is like in different religions. Explain similarities and differences between ceremonies of commitment.	**Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray.** **Explain similarities and differences**	Suggest ideas about why humans can be both good and bad, making links with Christian and Humanist ideas. Show understanding of the value of sacred buildings and art. Explain some reasons why Christians and	Offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live. Select and describe the most important functions of a place of worship for the community. Explain how Christians sometimes disagree about what God is like, giving examples of how they interpret texts differently.

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			Identify some similarities and differences between the celebrations studied.		**between how people pray. Explain some similarities and differences between the codes for living used by Christians and the followers of at least one other religion or non-religious belief system. Explain similarities and differences between Hindu worship and worship in another religious tradition.**	Humanists have different ideas about an afterlife. Describe some Christian and Humanist values simply. Consider similarities and differences between beliefs and behaviour in different faiths. Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding. Give examples of similarities and differences between Christian and Humanist values. Consider and evaluate the significance of the three key ideas studied (in unit U2.5), in relation to their own ideas.	
(C) Gain and deploy the skills needed to engage seriously with religions and worldviews							
(C1) Find out about and	Talk about things they find interesting, puzzling or	Ask some questions about believing in God and offer some	Ask and suggest answers to questions arising from stories	Ask questions and suggest some of their own responses	Explore and suggest ideas about what is worth celebrating	Examine the title question (U2.5) from different perspectives,	Present different views on why people believe in God or not, including their own ideas.

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investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively	wonderful and also about their own experiences and feelings about the world. Retell stories, talking about what they say about the world, God and human beings.	ideas of their own. Collect examples of what people do, give, sing remember or think about at the religious celebrations studied, and say why they matter to believers. Use creative ways to express their own ideas about the creation story.	Jesus told and from another religion. Collect examples of what people do, give, sing, remember, or think about at the religious celebrations studied. Use creative ways to express their own ideas about the creation story and what it says about what God is like. Ask some questions about God that are hard to answer and offer some ideas of their own. Express their own ideas about the value of times of reflection, thanksgiving, praise and remembrance in the light of their learning about why Jewish people choose to celebrate in these ways.	to ideas about God. Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief. Discuss and present their own ideas about why there are many ideas about God and express their own understanding of God through words, symbols and the arts.	and remembering in religious communities and in their own lives. Discuss and present ideas about what it means to be a Christian in Britain today, making links with their own experiences. Discuss and present ideas about what it means to be a Hindu in Britain today, making links with their own experiences.	including their own.	Present ideas about the importance of people in a place of worship, rather than the place itself. Enquire into what some atheists, agnostics and theists say about God, expressing their own ideas and arguments, using evidence and examples. Answer the title key question (unit U2.6) from different perspectives, including their own.

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			Suggest their own ideas about stories from sacred texts and give reasons for their significance. Answer the title question thoughtfully, in light of their learning in this unit.				
(C2) Enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all	Think about the wonders of the natural world, expressing ideas and feelings.	Respond to examples of cooperation between different people. Talk about some texts from different religions that promote the 'Golden Rule' and think about what would happen if people followed this idea more.	Find out about and respond with ideas to examples of cooperation between people who are different Talk about some texts from different religions that promote the 'Golden Rule' and think about what would happen if people followed this idea more.	Present their own ideas about the most important attitudes and values to have today, making links with Christian values. Discuss and present their own ideas about the value and challenge of religious commitment in Britain today.	Discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others. Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others. Discuss and present their own responses about the role of	Apply ideas about values and from scriptures to the title question (U2.5). Apply ideas about what really matters in life for themselves, including ideas about fairness, freedom, truth, peace, in light of their learning.	Find out about what believers say about their place of worship.

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					festivals in the life of Britain today, showing their understanding of the values and beliefs at the heart of each festival studied, using a variety of media.		
(C3) Articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives	Express ideas about how to look after animals and plants.	Talk about issues of good and bad, right and wrong arising from the stories.	Talk about issues of good and bad, right and wrong arising from these stories.	Suggest some ideas about good ways to treat others, arising from their learning. Discuss their own and others' ideas about why humans do bad things and how people try to put things right.	Find out at least two teachings from religions about how to live a good life. Discuss their own and others' ideas about how people decide right and wrong. Express ideas about right and wrong, good and bad for themselves, including ideas about love, forgiveness, honesty, kindness and generosity.	Find out about religious teachings, charities and ways of expressing generosity. Express their own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others they have studied.	Discuss their own ideas about the importance of values to live by, comparing them to Christian ideas. Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today. Investigate and explain the challenges of following Jesus' teachings about love, forgiveness, justice and/or generosity, expressing their own ideas.

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