



RE Progression Ladder

WEST HOVE
INFANT SCHOOL
.....
A family of friends



						leaders: e.g., God, Jesus, Muhammad (PBUH), Buddha, or Hindu deities (<i>Jesus, Muhammed (PBUH), Guru Nanak - The Milk & The Jasmine Flower and the story of Duni Chand & the Silver Needle, Moses - The Jewish Story of Moses</i>).	leaders: e.g., God, Jesus, Muhammad (PBUH), Buddha, or Hindu deities (<i>Rama, Sita, Krishna, Ganesh, Jesus, God</i>).	leaders: e.g., God, Jesus, Muhammad (PBUH), Buddha, or Hindu deities (<i>Jesus, God</i>).
					Describe the laws that govern aspects of life in the religions being studied (<i>Islam and Christianity</i>)	Understand the study and treatment of the relevant sacred texts at home and in the place of worship (<i>Christianity: The Bible, Islam: The Qur'an, Sikhism: Guru Granth Sahib and Judaism: The Torah</i>).	Describe the laws that govern aspects of life in the religions being studied (<i>Buddhism, Islam and Hinduism</i>)	Describe the laws that govern aspects of life in the religions being studied (<i>Humanism - the golden rule, key beliefs</i>)
						Know and understand the structure of and teachings in the Bible. (<i>Sacred Texts – The Bible</i>)	Describe faith beliefs about the creation of the world (<i>Christianity, Judaism, Islam, Buddhists, Hindus, Sikhs and science</i>)	
							Know and understand what Hindus and Buddhists believe about the concept of God or deity. (<i>Hindu Trimurti, God in Buddhism</i>)	
Vocabulary	Special people, respect, understanding, listen, light, festival, celebration, Mary, Joseph, Advent, Christmas, gift, birth, Jesus, Nativity, manger, Parable, New Testament, Bible, stories, teach, Easter, cross, rise, new life, celebrate, creation, flood, good, evil, ark, peace, Commandments Moses, basket, Old Testament, rules	Christianity, belonging, group, parable, God, morals, club, community, Christian, Islam, Hebrew, faith, religion, celebration, special times, difference, respect, festivals, Christmas, Advent, Mary, Joseph, Jesus, Christian Jews, Judaism, Torah, Menorah Kippah Synagogue, Star of David, Shabbat, Home, Shelter, Rest, Days of rest, Rosh Hashanah, New Year, festival, celebrations, Church, Describe, Senses, Ancient, Modern,	Islam, five pillars, Muslims, mosque, salat, zakah, sawm, fasting, crescent moon, Shahadah, Christian, Jewish, Hannukah, Christmas, Parables, Jesus, Christianity, New Testament, prodigal, special, stories Christian, Jericho, shared stories, Easter, pancake day, testament, Old Testament, Bible, New Testament, Palm Sunday, Christian, Jewish, Hindu, Islam, creation, God , Allah, big bang, evolution, Joseph, technicolour,	Inspire, gospel, symbol, Easter resurrection, incarnation, salvation, spirituality, reflect, text, prayer, relationship, mediate, worship, submission, beliefs, ritual, reflect, shrine, puja tray, The Lord's Prayer, The First Surah of the Holy Qur'an, Guyatri Mantra, Christian, Jesus Christ, church, Holy Communion, worship, service, Holy Bible, Islam, Muslim, Allah, Five Pillars of Islam, prophets, Muhammed, Mecca, Hajj, The Qur'an, Ramadan, mosque, fast,	Sign, symbol, mandala, stain glass, a cross, a dove, ichthus, fish, paschal lamb, the Borromean rings, the horn, the bible, bread and wine, alpha, omega, Holy Communion, bread, wine, Passover, disciples, new agreement, Aum, Atman, Brahman, Khanda, wheel of dharma, Bible, Qur'an, Guru Granth Sahib, Torah, old testament, new testament, Sikhs,	Creation, Judeo-Christian, Old Testament, Genesis, Abrahamic Religions, Islamic, Brahma, Trimurti, Guru Granth Sahib, The Big Bang, Hindu, Vishnu, Tridevi, Brahman, mandir, puja, murtis, shrine, Shruti, Smriti, Vedas, Diwali, Ahimsa, Grace, Allah, parable, Mahatma Ghandi, Hinduism, Zakat, Hajj, 99 names, Qur'an, Mohammed, omniscient, omnipotent, deity, revelation, Mecca, Saudi	Beatitudes, commands, Christian, dilemma, morals, temptation, ten commandments, guidance, reason, conscience, segregation, Jews, Talmud, Siddur, civil rights campaigner, agnostic, theist, Muslims, Allah, God, Hindus, Sikhs, Waheguru, monotheistic, Ik Onar, Humanist, secular, atheist, worldview, ethical, rationally, BHA, architecture, chapel,	

		<p>Christianity, Lectern, Alter, Font, Stain glass windows, Ornate, Cross, special, precious, bible, New Testament, Bible, Old Testament, miracle, Torah, Jewish, special, Yad, commandments, parables</p>	<p>dreamcoat, feelings, emotions, betrayals, pharaohs, slave, dreams, corn, family, dreams, meaning, future, forgiveness, empathy</p>	<p>pilgrimage, God, Son of God, symbol, Christianity, Christian, miracle, stained glass, church, Christingle, advent, nativity, midnight mass, carol, secular, star, wreath, Hannukah, Diwali, Tazaungdaing, Good Friday, crucifixion, crucifix, tomb, Easter garden, Eostre, passover</p>	<p>Sefer Torah, sacred, commandment, Mount Sinai, baptism, Christian, ceremony, sin, bar/bat mitzvah, Jewish, ritual, Hindus, Ashramas, Sannyasa, Samskaras, sacred thread ceremony, purify, Vedas, Upanayana, wedding ceremony, vow, marriage, pews, altar, font, mosque, prayer mat, qubba, mihrab, crescent moon and star, imam, gurdwara, Chanani, Nishan Sahib, langar, Chaur, Palki Sahib, bimah, siddur, Ark Torah Scrolls, eternal light, memorial boards, Christmas, advent, Christians, Jesus, Bethlehem, miracle, menorah, Hannukah, Good Friday, resurrection, crucifix, Judas Iscariot, Jerusalem, King of the Jews, the messiah, High Priest Caiaphas, passover, Garden of Gethsemane, Pontious Pilot, Golgotha, Simon of Cyrene, Mary Magdalene, sabbath, forgiveness, stations of the cross, Via De Delarosa</p>	<p>Arabia, Angel Gabriel, trinity, Christian Apostles Creed, Buddha, Mediate, Holy Week, crucifixion, resurrection, tomb, crucifix, king of the jews, the messiah, Pontious Pilot, Barabbas, Mary Magdelene, sacrifice, atonement, paradise, eternal, salvation, forgiveness, covenant, El Salvadorian, sin, centurion, incarnation, The Holy Spirit, secular, saviour, sacrifice</p>	<p>cathedral, charitable organisation, charity, church, gospels, Hajj, injustice, mosque, parable, poverty, sacred, scripture, Ummah, Zakat, Holy Week, crucifixion, resurrection, disciples, miracle, Judas Iscariot, the Messiah, High Priest Caiaphas, Pontious Pilot, Barabbas, betrayal, sacrifice, atonement, salvation, forgiveness, covenant, gospel, prophecy, money changers, Holy Trinity, burden, pagan winter festival, winter solstice, Yuletide, pagans, Eostre, Oak King, Holly King, wassailing,</p>
<p>Practices & Ways of Life</p>	<p>By the end of Reception:</p>	<p>By the end of Year 2: Children begin to explore daily practices and rituals of religions, identifying religious practices and recognising that some are featured in more than one religion. Children begin to reflect on their own experiences of attending ceremonies.</p>	<p>By the end of Year 4: Children will understand why Christians celebrate Christmas and Easter, why Jews celebrate Hanukah and why Muslims celebrate Eid and Ramadan. Children will know about ceremonies and rites of passage in Christianity (baptism/marriage), Judaism (Bar/Bat Mitzvah/marriage), Hinduism (Sacred Thread ceremony/marriage) and why they are practiced. Children will recognise similarities and differences between religious practices. Children raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how they think and live. Children make links between some of the beliefs and</p>	<p>By the end of Year 6: Children will understand why Christians celebrate Christmas and Easter and why Hindus celebrate Diwali. Children will know how light is celebrated in different religions. Children will know about ceremonies and rites of passage in Humanism and why they are practiced. Children will recognise similarities and differences between religious practices. Children make connections between the beliefs and practices studied, evaluating and explaining their importance to different people e.g., believers and atheists. Children reflect on and articulate lessons people might gain from the</p>			

				practices studied and life in the world today, expressing some ideas of their own clearly. Children give good reasons for the views they have and the connections they make. Children talk about what they have learned and if changed their thinking. Children will explore worship in 4 different religions and visit a local religious building.			beliefs/practices studied, including their own responses, recognising that others may think differently. Children consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make. Children talk about what they have learned, how their thinking may have changed and why. Children will explore worship in Humanism and visit a local religious building.
Begin to make sense of their own life-story and family's history	Recognise that people have different beliefs and celebrate special times in different ways	Recognise and respond to the importance of major festivals and celebrations of Christianity and Judaism.	Learn about and compare the different types of celebrations in Christianity, Judaism and other key religions.	Learn about and compare the different types of celebrations in Christianity and Islam (<i>Easter, Christmas, Eid and Ramadan</i>)	Learn about and compare the different types of celebrations in Christianity and Judaism (<i>Easter, Christmas and Hannukah</i>)	Learn about and compare the different types of celebrations in Christianity, Buddhism and Hinduism (<i>Easter, Christmas, Diwali and Wesak</i>)	Learn about and compare the different types of celebrations in Christianity, and Humanism (<i>Easter, Christmas and Winter Solstice</i>)
	Recognises and describes special times or events for family or friends.	Explore some of the key religious celebrations and festivals throughout the year, and the meaning behind them.	Explore and discuss some of the key religious festival and celebrations throughout the year, making comparisons and links between these festivals and celebrations.	Explore and discuss some of the key religious festivals and celebrations throughout the year, making comparisons and links between these festivals (<i>Christmas, Easter, Eid and Ramadan</i>)	Explore and discuss some of the key religious festivals and celebrations throughout the year, making comparisons and links between these festivals (<i>Christmas and Easter, Hannukah</i>)	Explore and discuss some of the key religious festivals and celebrations throughout the year, making comparisons and links between these festivals (<i>Christmas and Easter, Diwali and Wesak</i>)	Explore and discuss some of the key religious festivals and celebrations throughout the year, making comparisons and links between these festivals (<i>Christmas, Easter and Winter Solstice</i>)
		Discuss key events and celebrations that are important in their own lives and shape them as individuals.	Observe when practices and rituals are featured in more than one religion or lifestyle.	Learn about ceremonies of rites of passage (coming of age and marriage) (<i>Pilgrimage and The 5 Pillars</i>)	Learn about ceremonies of rites of passage (coming of age and marriage) (<i>baptism, weddings, Holy Communion, Sacred Thread and Bar/Bat Mitzvah</i>)		Learn about ceremonies of rites of passage (coming of age and marriage) (<i>Humanist weddings and funerals</i>)
			Describe the main festivals of a religion	Understand worship, including prayer, at home and in the place of worship (<i>Christianity, Islam</i>)	Understand worship, including prayer, at home and in the place of worship (<i>Christianity, Islam, Judaism and Sikhism</i>)	Understand worship, including prayer, at home and in the place of worship (<i>Christianity, Islam, Hinduism and Buddhism</i>)	Understand worship, including prayer, at home and in the place of worship (<i>Humanism</i>)
				Explore a variety of Brighton & Hove based places of worship, and the role of the leader in these places of worship (<i>Mosque - plan</i>)	Explore a variety of Brighton & Hove based places of worship, and the role of the leader in these places of worship (<i>Synagogue -</i>	Explore a variety of Brighton & Hove based places of worship, and the role of the leader in these places of worship (<i>Buddhist</i>	Explore a variety of Brighton & Hove based places of worship, and the role of the leader in these places of

					<i>visit and make a key question from the children. Church visit)</i>	<i>plan visit and make a key question from the children. Church visit)</i>	<i>Centre - plan visit and make a key question from the children. Church visit)</i>	<i>Worship (Humanist guest speaker - plan visit and make a key question from the children. Church - plan visit and make a key question from the children. (Is it better to express your beliefs through art, architecture or charity and generosity?))</i>
Vocabulary	(See above)	(See above)	(See above)	(See above)	(See above)	(See above)	(See above)	(See above)
Expressing Meaning	By the end of Reception:		By the end of Year 2: Children explore a range of sources of wisdom and the traditions from which they come. They can suggest some meanings to religious stories. Children begin to recognise different symbols and how they express a community's way of life.		By the end of Year 4: children will know what symbols are important to Christians, Muslims, Jews and Sikhs and understand the importance of religious symbols. Children will make simple links between stories, teachings and concepts studied and how people live, individually and in communities. Children will describe how people show their beliefs in how they worship and in the way they live. Children will identify some differences in how people put their beliefs into practice.		By the end of Year 6, children: children will know what symbols are important to Christians, Muslims, Buddhists and Hindus and understand the importance of religious symbols. Children will make clear connections between what people believe and how they live, individually and in communities. Children will use evidence and examples to show how and why people put their beliefs into practice in different ways e.g., in different communities, denominations or cultures	
	Express their feelings and consider the feelings of others	Children talk about events in their own lives and the lives of family members.	Recognise some of the symbols associated with celebrations, signs and artefacts in a church and a synagogue.	Recognise, name and describe religious artefacts, places and practices;	Understand the meaning of symbols used in Christianity and Islam and what they represent within places and worship and celebration. <i>(Christianity and Islam- Easter, Christmas and The Five Pillars of Islam)</i>	Understand the meaning of symbols used in Christianity, Islam, Judaism and Sikhism, Buddhism and Hinduism and what they represent within places and worship and celebration. <i>(Christianity, Islam, Judaism, Sikhism, Buddhism and Hinduism)</i>	Understand the meaning of symbols used in Christianity, Buddhism, Islam and Hinduism and what they represent within places and worship and celebration <i>(Christian symbols associated with Christmas and Easter, Islamic art, Hinduism and Buddhism)</i>	Understand the meaning of symbols used in Christianity and Humanism and what they represent within places and worship and celebration <i>(Christian symbols associated with Christmas and Easter, Humanist symbols)</i>
		Think about the perspectives of others.	Name some religious symbols and discuss their importance. Begin to understand the meaning behind these symbols.	Explain religious rituals and ceremonies and the meaning of them, including their own experiences of them;	Understand the use of art, music and artefacts to explore the significance of symbols in world belief systems. <i>(Islam - Prayer mats and artifacts linked to Hajj Christian stained-glass windows; art and music linked to festivals in What does having faith mean for religious people? Easter and Christmas symbols and art)</i>	Understand the use of art, music and artefacts to explore the significance of symbols in world belief systems <i>(Stained glass windows, Easter and Christmas symbols and art)</i>	Understand the use of art, music and artefacts to explore the significance of symbols in world belief systems. <i>(Aum sign, Dharma Wheel, Islamic art works, Easter and Christmas symbols and art)</i>	Understand the use of art, music and artefacts to explore the significance of symbols in world belief systems. <i>(Mosque buildings, Islamic beliefs and values, Muslim calligraphy, painting and poetry, Christian art in worship, cathedrals, charities Easter and Christmas and winter solstice symbols and art, Relief, Muslim Aid and Christian Aid)</i>
				Name and describe the meaning behind different				

				religious symbols, making links between symbols used to represent different religions.				
Vocabulary	(See above)	(See above)	(See above)	(See above)	(See above)	(See above)	(See above)	(See above)
Diversity & Belonging	By the end of Reception:		By the end of Year 2: Children look at how an appreciation of religion plays an important role in the lives of some people. They make links to expressing identity and belonging and what is important to them.		By the end of Year 4: Children will know what it means to be a Christian and a Muslim (worship, faith and community) in Britain today. Children make simple links between stories, teachings and concepts studied and how people live, individually and in communities. Children describe how people show their beliefs in how they worship and how they live. Children can identify some differences in how people put their beliefs into practice.		By the end of Year 6: Children will know what it means to be a Hindu and a Buddhist (worship, faith and community) in Britain today. Children make clear connections between what people believe and how they live, individually and in communities. Using evidence, and examples, children show how and why people put their beliefs into practice in different ways e.g. in different communities, denominations or cultures.	
	Continue developing positive attitudes about the differences between people.	Talk about members of their immediate family and community.	Talk about people that are special and why these people are important in their lives.	Identify things that are important in their lives	Recognise identity and belonging as attributes which may change and develop over time.	Recognise identity and belonging as attributes which may change and develop over time.	Recognise identity and belonging as attributes which may change and develop over time.	Recognise identity and belonging as attributes which may change and develop over time.
	Develop their sense of responsibility and membership of a community	Understand that some places are special to members of their community.	Recognise the importance of families and faith communities and relationships with others.	Ask questions about the puzzling aspects of life	Talk about what it means to be part of a faith community in Brighton and Hove and the UK, exploring the benefits and challenges of being part of a faith community.	Talk about what it means to be part of a faith community in Brighton and Hove and the UK, exploring the benefits and challenges of being part of a faith community.	Talk about what it means to be part of a faith community in Brighton and Hove and the UK, exploring the benefits and challenges of being part of a faith community.	Talk about what it means to be part of a faith community in Brighton and Hove and the UK, exploring the benefits and challenges of being part of a faith community.
	See themselves as a valuable individual.	Know some similarities and differences between different religious and cultural communities in this country, drawing on his/her experiences and what has been read in class (ELG)	Talk about who I am and how I belong to school, family and religious and non-religious clubs.	Understand that there are similarities and differences between people				
			Recognise the importance of respecting different people's opinions and beliefs.	Recognise worship as an expression of common belief in religion.	Recognise the symbolism associated with clothes in world faiths in relation to identify and belonging and discussion related to prejudice and visible differences in relation to religious dress.	Recognise the symbolism associated with clothes in world faiths in relation to identify and belonging and discussion related to prejudice and visible differences in relation to religious dress.	Recognise the symbolism associated with clothes in world faiths in relation to identify and belonging and discussion related to prejudice and visible differences in relation to religious dress.	Recognise the symbolism associated with clothes in world faiths in relation to identify and belonging and discussion related to prejudice and visible differences in relation to religious dress.
				Compare and respect the differences and similarities between faith communities and religious events.				
					Know about the teachings of family life and care for others in the world faiths studied (<i>Islam and Christianity</i>)	Know about the teachings of family life and care for others in the world faiths studied (<i>Christianity – marriage, baptism and death</i>)	Know about the teachings of family life and care for others in the world faiths studied (<i>Christianity Islam – Ahmisa, Grace and Ummah, Buddhism – being a vegetarian, caring for the environment</i>)	Know about the teachings of family life and care for others in the world faiths studied (<i>Humanism - the golden rule. Muslim Relief, Muslim Aid and Christian Aid</i>)
Vocabulary	(See above)	(See above)	(See above)	(See above)	(See above)	(See above)	(See above)	
Meaning, Purpose & Truth	By the end of Reception:		By the end of Year 2:		By the end of Year 4: children will know about Christian rites of passage (Christening, Baptism, Holy Communion, Confirmation and Marriage), Jewish Bar/Bat Mitzvahs and Muslim rites of passage		By the end of Year 6: children will ask philosophical questions about the meaning of life and creation. Children will understand different beliefs about how the world was created and how we got here (Christian	

					(Pilgrimage)		creation story, Jewish creation story, Muslim creation story, Hindu and Buddhist beliefs about life and death)	
			Listen and respond to key religious stories. Discuss the meaning behind these stories and remember the key events.	Learn the name of important religious stories.	Explore religious beliefs about life and death (<i>Christianity – Easter and Christmas, Islam</i>)	Explore religious beliefs about life and death (<i>Christianity – Easter and Christmas, baptism and death</i>)	Explore religious beliefs about life and death (<i>Christianity – Easter and Christmas, Hinduism (karma and reincarnation) and Buddhism</i>)	Explore religious beliefs about life and death (<i>Christianity – Easter and Christmas and Humanism</i>)
				retell religious stories and suggest meanings in the story	Know about the teachings about charitable giving and work in the world faiths studied and positive impacts on Communities. (<i>Islam – The 5 Pillars of Islam</i>)	Know about the teachings about charitable giving and work in the world faiths studied and positive impacts on Communities. (<i>Christianity – Holland Road Baptist Church at Christmas time</i>) <i>Local faith group charity works in the community-our local religious community.</i>	Have philosophical discussions about the ultimate Questions (<i>Creation stories – ultimate questions about life and the creation of the Earth</i>)	Know about the teachings about charitable giving and work in the world faiths studied and positive impacts on Communities (<i>Muslim Relief, Muslim Aid and Christian Aid</i>)
				Listen and respond to parables and shared stories, discussing the meaning behind these stories and the important message that they deliver.	Identify a reflection on rites of passage providing meaning, purpose and truth for individuals and communities (<i>Islamic Hajj and pilgrimage in other faiths and Christianity</i>)	Identify a reflection on rites of passage providing meaning, purpose and truth for individuals and communities (<i>Christianity – Baptism, marriage, Holy Communion, Judaism – Bat/Bar Mitzvah, marriage, Hinduism - Sacred Thread Ceremony, marriage</i>)		
Vocabulary	(See above)		(See above)	(See above)	(See above)	(See above)	(See above)	(See above)
Values & Commitments	By the end of Reception:		By the end of Year 2: Children look at and appreciate how many people's values are an important aspect of their lives. Children look at religious stories to understand actions and consequences. Children begin to make connections to their own lives, looking at their own actions and consequences and choices they can make.		By the end of Year 4: children study religious parables about Jesus to understand about right and wrong. Children learn about a range of religious leaders and how and why they inspire others. Children suggest answers to questions, including their own ideas, about the differences religions make to life. Through a visit to a local religious building, children find out about the role and vocation of the local faith leaders.		By the end of Year 6: children look at what we can learn from the 10 commandments. They look at laws and charities in other religions. Children connect their own reflections and views to religions and beliefs they study, developing insights. Through a visit to a local religious building, children find out about the role and vocation of the local faith leaders.	
	Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.	Articulate their ideas and thoughts in well-formed sentences.	Talk about and explain my own ideas of right and wrong.	Look at how values affect a community and individuals	Know and understand what are values and what is the relationship between values, beliefs and actions (<i>What does it mean to be a Muslim? What does it</i>	Know and understand what are values and what is the relationship between values, beliefs and actions (<i>Rites of Passage</i>)	Know and understand what are values and what is the relationship between values, beliefs and actions (<i>Islam – Ahmisa, Grace and Ummah</i>)	Know and understand what are values and what is the relationship between values, beliefs and actions (<i>What does it mean to be a humanist? What matters</i>

