

## RE Progression Grid Class 5-6 Cycle 2

Autumn 1 & 2 <b>CU 2.3</b> What values do people live by? Pathway 3	Spring 1 <b>FU 2.13</b> Why are rites of passage important? Pathways 2 & 4	Spring 2 <b>FU2.11</b> What is the significance of Easter, Ascension and Pentecost Pathway 6	Summer 1 & 2 <b>CU2.5</b> How and why are Jewish festivals celebrated today Pathway 5
Minimum vocabulary shown in bold		Minimum learning is highlighted in yellow	
What children will know and remember			
To know what a <b>'code for living,'</b> is.	To know what <b>rites of passage</b> means	To know some Christians beliefs about Jesus' <b>death, resurrection and ascension</b>	To know and describe some Jewish festivals
To know what code for living Christians follow and how the 'The Good Samaritan,' 'The Poor Widow's Gift,' and <b>'The Beatitudes,'</b> shape Christian's <b>values</b> and behaviour.	To know what happens at a Jewish rite of passage. <b>Bar Mitzvah</b> (boy) <b>Bat Mitzvah</b> (girl)	To know how the Easter story related to Christian beliefs - <b>sacrifice</b>	To know what the festival of <b>Purin</b> is
To know what code for living Muslims follow and how 'The Thirsty Camel.' 'Muhammad & the Ants,' and <b>'Surah</b> chapter 17,' shape Muslim's values and behaviour.	To know what happens at <b>Amrit</b> and how it's important to Sikhs.	To know the meaning of <b>resurrection</b> and what the bible says about this	To know what happens at <b>Rosh Hashanah</b>
To know how some Jewish people observe commandments such as the <b>Shema</b> as a foundation for their values	To know the different rites of passages for Hindus.	To know what the word <b>victory</b> means and how do Christians use this to talk about Jesus resurrection	To know why <b>Yon Kippur</b> is a <b>holy day</b>
To know what codes for living Sikhs follow including <b>'Sewa.'</b>	To know why <b>confirmation</b> or believers' baptism is important for Christians.	To know what kind of King Jesus was	To know what the festival <b>Sukkot</b> is
Nature of Religion and Belief Identify shared characteristics of religions. They explain how within each religious tradition these characteristics might be connected to each other. They recognise that each religion/worldview is made up of several groups of people and can compare some of the different beliefs and practices			
Expressing Beliefs To know how people often express their feelings and beliefs through art, music, poetry, story, drama and physical movement and that these have been important in most religions and culture.			
A Good Life To know how certain people who are regarded as role models put their teachings and values into practice. They compare some of the different opinions held by people from different religious and non-religious groups about what is right and wrong, and about what is desirable in life.			
A Personal Journey To know how some people have amazing, puzzling or mysterious experiences that make them ask big questions about life and, in some cases, have made them change their lives or given them new insights to share with others.			
Influence & Authority To give examples to show how communities are influenced by their traditional religions/worldviews. They understand that different religions/worldviews, in different combinations, are influential in different countries.			

## The Big Picture

To know how people from different religions/worldviews express what they understand about the world through stories.