

# Wallop Primary School – Suggested topics and Progression of Skills in Religious Education

For exemplar long and medium plans see: Living Difference iv - <https://documents.hants.gov.uk/childrens-services/HIAS/living-difference-IV-2021.pdf>

Year Group	Topics – Suggested topics (Living Differences iv)	Learning Objectives
Year R	<p><b>Me</b> – All about me</p> <p><b>Celebrating</b> - Christmas – Jesus’ birth and other celebrations from the children’s experiences</p> <p><b>Special</b> – special people – Jesus and other special people for children</p> <p><b>Signs of new life</b> - Eggs as a sign of new life</p> <p><b>Special</b> - Special clothes (Hindu and others from children’s experiences)</p> <p><b>Remembering</b> – Janmashtami Hindu</p>	<ul style="list-style-type: none"> <li>● Begin to explore the world of religion in terms of special people, books, times, places and objects, visiting places of worship and through celebration.</li> <li>● Listen to stories and talk about them.</li> <li>● Be introduced to specialist words and use their senses when exploring religious beliefs, practices and forms of expression.</li> <li>● Reflect upon own feelings and experiences.</li> <li>● Use imagination and curiosity to develop appreciation and wonder of the world in which we live.</li> </ul>
Year 1	<p><b>Thanking</b> - Harvest and further traditions</p> <p><b>Journey’s end</b> - The nativity journeys</p> <p><b>Belonging</b> – followers of Jesus</p> <p><b>Welcoming</b> - Palm Sunday</p> <p><b>Community</b> - community in Hindu and other traditions</p> <p><b>Story</b> – across religions</p>	<ul style="list-style-type: none"> <li>● Remember a Christian story and talk about it.</li> <li>● Use the right names for things that are special to Christians and Hindus.</li> <li>● Recognise religious art, symbols and words, and talk about them.</li> <li>● Talk about things that happen to me.</li> <li>● Talk about what I find interesting or puzzling.</li> <li>● Talk about what is important to me and to other people</li> </ul>
Year 2	<p><b>Special place</b> – Hindu Mandir</p> <p><b>Waiting</b> - Advent</p> <p><b>Remembering</b> – Holi</p> <p><b>Love as sad and happy</b> - The Easter story</p> <p><b>Special Food</b> – Across religions and traditions</p> <p><b>God</b> – across religions</p>	<ul style="list-style-type: none"> <li>● Tell a Christian story and talk about some things that people believe.</li> <li>● Talk about some of the things that are the same for different religious people.</li> <li>● Say what some Christian and Hindu symbols stand for and say what some of the art is about.</li> <li>● Ask about what happens to others with respect for their feelings.</li> <li>● Talk about some things in stories that make people ask questions.</li> <li>● Talk about what is important to me and things that are important to others.</li> </ul>

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Year 3	<p><b>Christianity (C) and Hinduism (H) and Judaism (J) in Y3</b></p> <p><b>Trees</b> – across all religions  <b>Angels (C)</b> – Angels  <b>Authority (J)</b> – Torah  <b>Love (C)</b> – Changing emotions (Easter)  <b>Sacred/special (C/H)</b> - Places of worship  <b>Belonging as identity (J)</b> – Jewish traditions</p>	<ul style="list-style-type: none"> <li>● Begin to describe what a believer might learn from a religious story.</li> <li>● Start to describe some of the things that are the same and different for religious people.</li> <li>● Use religious words related to the topic to describe some of the different ways in which people show their beliefs.</li> <li>● Begin to compare some of the things that influence me with those that influence other people.</li> <li>● Start to ask important questions about life and compare my ideas with those of other people.</li> <li>● Link things that are important to me and other people with the way I think and behave.</li> </ul>
Year 4	<p><b>Christianity (C) and Judaism (J) in Y4</b></p> <p><b>Community (C)</b> – Neighbour  <b>Symbol (J)</b> – Hannukah  <b>Myth</b> – Myth  <b>Freedom (J)</b> – Passover  <b>Stones as a symbol</b> – Across all religions  <b>Special as God</b> – Across traditions</p>	<ul style="list-style-type: none"> <li>● Describe what a believer might learn from a religious story.</li> <li>● Describe some of the things that are the same and different for religious people.</li> <li>● Use religious words to describe some of the different ways in which people show their beliefs.</li> <li>● Compare some of the things that influence me with those that influence other people.</li> <li>● Ask important questions about life and compare my ideas with those of other people.</li> <li>● Link things that are important to me and other people with the way I think and behave</li> </ul>
Year 5	<p><b>Christianity (C) and Islam (I) and Sikhism (S) and Humanism (H) in Y5</b></p> <p><b>Belonging (M)</b> – Shahada and Salat  <b>Interpretation (C)</b> – Christmas and the two birth narratives  <b>Love (H)</b> – The Golden Rule  <b>Salvation (C)</b> – The Christian story  <b>Scared place (S/C)</b> – <b>Special</b> – Places of Worship  <b>Umma (M)</b> – <b>Community</b> – Hajj and Zakat</p>	<ul style="list-style-type: none"> <li>● Make links between the beliefs, teachings and sources of different religious groups and show how they are connected to believers' lives.</li> <li>● Use religious language accurately to describe and compare what practices and experiences may be involved in belonging to different religious groups.</li> <li>● Describe how religious beliefs, ideas and feelings are expressed in a range of styles and suggest what they mean.</li> <li>● Ask questions about who we are and where we belong and suggest answers which refer to people who have inspired and influenced myself and others.</li> <li>● Ask questions about the meaning and purpose of life and suggest a range of answers which might be given by me as well as members of different religions.</li> </ul>

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		<ul style="list-style-type: none"> <li>Ask questions about the moral decisions I and other people make and suggest what might happen because of different decisions, including those made with reference to religious beliefs, values and groups.</li> </ul>
Year 6	<p><b>Christianity (C) and Islam (I) and Sikhism (S) and Humanism (H) in Year 6</b></p> <p><b>Peace (M)</b> – Revelation of the Qur'an, sawm and Ramadan</p> <p><b>Incarnation (C)</b> – An extraordinary baby</p> <p><b>Ritual (M)</b> – Wudu and Eid al Fitr and Eid al Adha</p> <p><b>Resurrection (C)</b> – The empty cross</p> <p><b>Love (S)</b> – Sewa</p> <p><b>River of Life (H)</b> – Humanism</p>	<ul style="list-style-type: none"> <li>Suggest reasons for the variety of beliefs which people hold and explain how religious sources are used to provide answers to important questions.</li> <li>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.</li> <li>Use a wide religious vocabulary in suggesting reasons for the similarities and differences in the ways people express their faith.</li> <li>Give my own and others' views on questions about who we are and where we belong and on the challenges of belonging to a religion and explain what inspires and influences me.</li> <li>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.</li> <li>Ask questions about things that are important to me and to other people and suggest answers which relate to my own and others' lives.</li> </ul>

### The Living Difference III age-related expectations (AREs)

End of Year 1	
Communicate	Children can express creatively their response to their own experiences of the concepts/words introduced.
Apply	Children can recognise how their responses relate to events in their own lives.
Inquire and Contextualise	Children can recognise what has been taught about the concept/word and how they are used in the tradition studied.

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Evaluate	Children can recognise in simple terms something of the value of the concepts/words in the lives of those living in the traditions studied as well as for their own lives and communities.
<b>End of Year 2</b>	
Communicate	Children can express creatively their response to their own experiences of the concepts/words introduced.
Apply	Children can recognise how their responses relate to events in their own lives and those of others.
Inquire and Contextualise	Children can simply describe what has been taught about the concept/word and how it is used in the tradition studied.
Evaluate	Children can simply discern something of value of the concepts/words in the lives of those living in the traditions studied as well as for their own lives and communities.

<b>End of Year 4</b>	
Communicate	Children can express creatively as well as describe their responses to their own experiences of the concepts/words introduced.
Apply	Children can recognise and describe how their responses relate to events in their own and sometimes other people's lives.
Inquire and Contextualise	Children can accurately describe what has been taught about the meanings of the concepts/words for the Inquire step.  Children can accurately describe some variations in ways in which the concept/word is shown in lives of people encountered and studied for the contextualise step.
Evaluate	Children can discern and describe the value of the concepts/words in the lives of those living in the traditions encountered and studied as well as recognising some of the issues this might raise. Children can discern possible value for their own lives and communities.

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<b>End of Year 6</b>	
Communicate	Children can respond creatively as well as begin to explain their response to their own experiences of the concepts/words introduced.
Apply	Children can explain some examples of how their responses relate to events in their own and in the lives of others.
Inquire and Contextualise	Children can accurately explain meanings of concepts/words in the traditions encountered and studied at the Inquire step.  Children can accurately explain the way the concepts/words in the traditions encountered and studied impact the lives of those in the traditions with examples at the contextualise step.
Evaluate	Children can discern the value of the concepts/words in the lives of those living in the traditions encountered and studied, as well as recognising some of the issues this might raise.  Children can discern possible value in the concepts/words for their own lives and communities.