



Holy Trinity Church of England Primary School

To be the best we can be: for God, for others and for ourselves

RE Progression Grid 2023-2024

Year Group	Unit Objective	Core Knowledge and Experiences	Key Vocabulary
Reception	EYFS 2 – Harvest Why do people of faith say thank you to God at harvest time? Give pupils an understanding of why we say thank you to God at harvest time and talk about him being creator.	Giving thanks to God for His wonderful creation and for the Harvest. To widen pupils understanding of the world and where food comes from. To explore the value of being thankful, recognising that we have access to plenty of food in Britain but there are many places and people in the world who do not have enough. To take some part in a harvest festival celebration in church or school. To have the opportunity to talk about their favourite foods and to enjoy tasting different food.	God, food, creation, harvest, thank you and prayer.
	EYFS 4 – Christmas How do we celebrate Jesus' birthday? World Faith Link: Hinduism, Why do Hindus light candles at Diwali? Explore the nativity story in a variety of ways and ensure pupils know that Christmas is the celebration of Jesus' birth. Explore the story and celebrations of the Hindu festival of Diwali.	Discussing all the different ways in which we celebrate the birthdays of people of all ages. If possible arrange the visit of a baby to your classroom and/or a collection of baby items. Talk about the ways in which the children will be celebrating Christmas. Tell and retell the story of the nativity several times using different storytelling techniques. Clearly emphasise that Christmas is a celebration of the birth of Jesus. Look at the ways in which the local church is going to celebrate Christmas. Invite the vicar/minister and/or a member of the congregation to visit and describe the celebrations. The story of Anna and Simeon (Luke 2:21-40) Exploring the Hindu festival of Diwali	Christmas, Jesus, Bethlehem, Mary, Joseph, shepherds, star
	EYFS 5 – Stories Jesus Heard What stories did Jesus hear when he was a child? Introduce pupils to stories of the Old Testament and understand that Jesus would have heard these stories as he was growing up.	Hearing stories from the Old Testament that Jesus probably would have heard as a boy, choose from Noah, Joseph, Moses, Joshua, Gideon, David, Jonah or Daniel. Exploring the feelings and characteristics of the people in these stories.	Bible, Old Testament, God, Jesus, Creation, Noah, Joseph, Moses, Joshua, Gideon, Jonah,

	Emphasise the ways in which Jesus was a special person. Introduce the pupils to the role of the Imam in the Muslim community. Introduce pupils to the stories of the lives of the founders of World Faith communities.	Introducing pupils to significant leaders and founders of World Faiths.	
	EYFS 9 - Special Places What makes a place holy? World Faith Link: Hinduism, Islam Begin to develop pupils understanding of a place being considered as a special/holy place where believers go to worship.	Creating a special place. Talking about special places in the children's own experiences indoors and outdoors. Visiting the Church and talking about why the Church is a holy place for Christians. Visiting a Mosque and talking about why the Mosque is a holy place for Muslims. Looking at pictures of Hindu Temples from around the world. Discussion about why some people of faith remove their shoes when they enter their holy place.	Church, Mosque, Mandir, Temple, holy
Year 1	Questful RE Unit 1.1 – Harvest How can we help those who do not have a good harvest? World Faith Link: Judaism How do people of Jewish faith celebrate the harvest? Develop further pupils understanding that Harvest festivals are a traditional celebration to give thanks to God for the gifts of the harvest. Increase awareness that the food we eat is harvested and distributed all around the world Raise awareness and that in the UK our harvest is usually plenty but in some other countries around the world the harvest fails. Discuss what the response of Christians should be to the need of others. To explore the Jewish festival of Sukkot	To explore the answers to the key questions To hear about the work of Christian Organisations putting their faith into action To build a Jewish Sukkah	Harvest, Harvest Festival
	Questful RE Unit 1.3 - Christmas Why do we give and receive gifts? World Faith Link: Hinduism, Islam Deepen the children's understanding of the true meaning of Christmas through emphasising that Jesus was a gift from God. Discuss the thoughts and feelings associated with giving and receiving gifts.	To listen to the nativity story, the story of the Wise Men and the story of St Nicholas. To investigate the celebrations of Dia de los Reyes the festival of the 3 Kings in Spain. To experience giving and receiving gifts.	Gift, Wise Men, Magi, Jesus, promise.

	<u>Questful RE Unit 1.4 – Jesus</u> What made Jesus special? Explore Bible stories that reveal Jesus’ power and divine nature. Talk about how and why Jesus was special.	Discussing Friendship Relating the feelings and experiences of the characters in the stories with their own feelings and experiences.	Jesus, Son of God, friendship, miracle and disciple.
	<u>Questful RE Unit 1.5 - Easter</u> What do you think is the most important part of the Easter story? Give children an opportunity to reflect upon the miracles of nature and new life during springtime. For pupils to hear and be able to retell the Easter Story. To make links between the transformation of plants and animals and the Easter story in order to develop an understanding of the resurrection.	Make connections between Easter and the new life of spring. To hear, discuss and retell the events of the Easter Story. To study the miracle of the life cycle of a butterfly, plant, frog etc. To create an Easter garden.	Good Friday, Easter Sunday, Jesus, new life, Holy Week, disciples, Mary, resurrection, garden and tomb.
	<u>Questful RE Unit 1.7 – Baptism</u> Why is baptism special? World Faith Link: Hinduism, Islam, Sikhism How do people of world faiths welcome new babies? Deepen children’s understanding of what it means to belong through exploring the celebration of baptism Explore the ways in which people of faith welcome babies.	The re-enactment of a baptism service. Hearing the Story of Jesus being baptised by John the Baptist. Chatting about the objects in the chatter box. Explore the different ways in which people of world faiths celebrate birth and welcome new babies.	Baptism, font, Christening, Vicar/Minister, Priest, Godparents, water and belonging.
Year 2	<u>Questful RE Unit 2.2 – Christmas</u> Why was the birth of Jesus such good news? Explore the story of Christmas from the perspective that it was good news then and now.	Sending and receiving good news. Discussing angels and looking at artwork. Hearing the stories and considering the answers to the key questions.	Good news, Elizabeth, Zechariah, Jesus, Mary, Angel Gabriel, Joseph, shepherds and Bethlehem.
	<u>Questful RE Unit 2.3 – Jesus</u> Why did Jesus welcome everyone? To increase the children’s awareness that Jesus was an extraordinary person who welcomed everyone as a friend. Develop knowledge and understanding that Jesus had the power to miraculously heal people.	Art work interpretation of Jesus and the children. Using drama to explore feelings and experiences. Considering how the events in these stories connect to Christian belief	Miracle, New Testament, Gospels, faith and trust
	<u>Questful RE Unit 2.4 – Easter</u> How do symbols help us understand the easter story?	The symbolism of the Paschal candle. Look at a variety of crosses from around the world.	Cross, crucifix, Paschal candle, resurrection,

	Give children an understanding that symbols are pictures or objects with a deeper meaning and a story to tell. Extend pupils knowledge of the details of the Easter story. Develop pupils' understanding of the importance of Easter and the concept of salvation.		Last Supper, Eucharist, symbol, sacrifice, celebration.
	<u>Questful RE Unit 2.6 - Ascension and Pentecost</u> What happened at the Ascension and Pentecost? Begin to develop the children's knowledge and understanding of these two very significant events. Give children an opportunity to begin to explore the concept of God as three in one. Emphasize the importance of these events in the life of Jesus and the Church, then and now.	Listening to the stories of the Ascension and Pentecost. Exploring the symbolism and power of the Holy Spirit. Looking at pieces of art work that interpret these events.	Ascension, Pentecost, Holy Spirit, disciples, power, heaven and Trinity.
	<u>Questful RE Unit 2.5 – The Church</u> Why is the church a special place for Christians? World Faith Link: Hinduism, Judaism, Islam Why are holy buildings important to people of faith? Give pupils an understanding of 'church' as a holy place and a body of people. Begin developing in pupils an understanding of what happens in church and why. Give pupils an opportunity to begin exploring places of worship other than a church.	To make visits to a Church/Mosque/Temple/Synagogue. An opportunity to sense the atmosphere of a special holy place. Answering the key questions.	Church, Vicar, Minister, pews, font, altar, stained glass, worship, holy, sacred, Mosque, minaret tower, Temple, shrine, Mandir, Synagogue, Ark.
Year 3	<u>Questful RE Unit 3.6 - Harvest</u> How do people of faith say thank you to God for the harvest? World Faith Link: Judaism, Hinduism How do people of faith say thank you to God for the Harvest? Build on knowledge gained in Key Stage 1, develop further pupils understanding that Harvest festivals are a traditional celebration to give thanks to God for the Gift of Harvest Increase pupils knowledge and understanding of the ways in which communities celebrate harvest around the world	Reflecting upon their own experiences of Harvest Festivals. Learning about a few harvest celebrations around the world.	Harvest Festival, thankfulness, Sukkot, Sukkah, Pongal

	Deepen understanding of why harvest is celebrated by people of all faiths and world views Enable pupils to reflect on their own experiences of harvest festivals		
	<u>Questful RE Unit 3.2 – Christmas</u> How does the presence of Jesus impact people’s lives? Give children the opportunity to reflect upon Christmas as a celebration of God’s presence with us 2000 years ago and now. Deepen pupils’ understanding of the concept of Incarnation	A guided meditation to the hills of Bethlehem. Discussing preparations for Christmas and the presence of Jesus The story of Papa Panov Thinking about the story of the statue in Strasbourg.	Emmanuel, Incarnation
	<u>Questful RE Unit 3.3 – Jesus</u> How did/does Jesus change lives? Deepen children’s insight into the impact Jesus had/has on people’s lives.	Discuss the concept of change Finding answers to the key questions	Jesus, Mother Teresa, disciple, Zacchaeus
	<u>Questful RE Unit 3.4 – Easter</u> Is the cross a symbol of sadness or joy? Increase pupils’ knowledge and understanding of the Easter story, exploring the feelings evoked then and now by different events throughout Holy Week. Discover how the services held in churches during Holy week reflect the sadness and joy. Develop further the pupils’ understanding of the concept of salvation.	To listen to and retell the Easter Story, emphasising the emotions expressed by the people. To consider how the emotions of the events of Holy Week and Easter are reflected in church services.	Palm Sunday, Temple, Last Supper, Gethsemane, Good Friday, Crucified, Easter Sunday and Resurrection
	<u>Questful RE Unit 3.5 – Rules for Living</u> Which rules should we follow? World Faith Link: Buddhism, Islam, Sikhism Does everybody follow the same rules? Why / why not? Give pupils an opportunity to consider the value and purpose of rules. Examine Christian rules for living and the source of these rules. Encourage pupils to reflect upon their own lifestyle and the influences upon it. Investigate the rules followed by other faiths and the ways in which the rules influence behaviour and decisions.	To listen to the story of Moses receiving the 10 Commandments. Discussion about the rules given by God and following those rules. To interview a Christian and ask questions about following the ‘rules’. To investigate rules for living in world faiths.	Rules, Laws, Moses, Commandment, Mount Sinai, Covenant, Old and New Testament, Islam, Muslim, Allah, Fasting, Charity, Ramadan, Eid, Sikh, Buddhist, Humanist
Year 4	<u>Questful RE Unit 4.2 – Christmas</u> Why is Jesus described as light of the world? World Faith Link: Judaism	Discussing the key questions. Sitting in a darkened room in candlelight.	Jesus, light, candles, Christingle, Light of the World, Saviour and

	Why is light an important symbol in world faiths? Give pupils an understanding of the Christian belief that Jesus is the, 'Light of the World'. Explore the multi-faceted metaphor of bringing light into people's lives.	Considering how Jesus and the actions of his followers brings light into people's lives.	incarnation, Dreidel, Hanukkah, Hannukah, Jerusalem, Temple.
	<u>Questful RE Unit 4.3 – Jesus</u> Why do Christians believe Jesus is the Son of God? World Faith Link: Judaism Why do Jewish people believe that the Sabbath is so important? Deepen the children's understanding of Jesus, who he was, his teaching and behaviour. Use the events covered in the stories in this unit to illustrate and emphasise that Jesus is the Son of God; that he was born both God and man, both human and divine. Deepen pupil's knowledge and understanding of why the sabbath , Shabbat, is so important to Jews. Introduce pupil's to the celebrations and traditions of Jewish Shabbat.	Exploring Jesus' power and authority through his words and actions Discussing how Jesus' words and actions connect to Christian beliefs that he is the Son of God. Exploring the jewish celebrations of the Sabbath.	Son of God, authority, miracle, Sabbath/Shabbat and Pharisees
	<u>Questful RE Unit 4.4 – Easter</u> A story of betrayal or trust? World Faith Link: Hinduism, Islam, Judaism, Sikhism What do world faiths say about forgiveness? Give children the opportunity to reflect upon the importance of power and the effect of betrayal, trust and forgiveness. Deepen pupil's understanding of the concept of salvation. Focus on the significance of the incidents of betrayal and trust in the Easter story.	Critical analysis of the Easter story, highlighting times of trust and betrayal. Pole play Peter's denial and Jesus' forgiveness. Looking at artwork depicting the events in the Easter story. Ask pupils to describe/explain what they could learn from the behaviour of Peter, Judas and the women.	Trust, betrayal, forgiveness, Judas, loyalty, Peter, Gethsemane and Jerusalem
	<u>Questful RE Unit 4.5 – The Church</u> Are all churches the same? World Faith Link: Hinduism, Islam, Judaism, Sikhism Are all places of worship the same? Do people worship God in the same way? Give children an understanding of the Christian church in its widest sense. Ensure pupils know that Christianity is a multi-cultural worldwide faith.	Visiting the Parish Church and at least one church of a different denomination followed by a discussion of the similarities and differences. Visiting a mosque/synagogue/temple/gurdwara	church, chapel, cathedral, sacrament, vicar, curate, priest, minister, worship, holy, sacred, Mosque, Minaret tower, temple, synagogue, ark, gurdwara, langar.

	Enable pupils to see the similarities and differences between Christian denominations and to develop further their understanding of symbolism. Further develop children's knowledge and understanding of sacred places of worship across world faiths.		
	<u>Questful RE Unit 4.6 – Prayer</u> What is prayer? World Faith Link: Buddhism, Hinduism, Islam, Judaism How do people of world faiths pray? Ensure that the children know that prayer is a way of communicating with God. Know that we/Christians believe that God listens and responds. Believers across all World Faiths pray in many similar and different ways.	Reflecting upon the different styles of prayer. Creating prayers in different ways. Explaining how prayer is an expression of belief and commitment.	Pray, prayer, collect
Year 5	<u>Questful RE Unit 5.1 – The Bible</u> How and why do Christians read the Bible? World Faith Link: Hinduism, Islam, Judaism, Sikhism Why are sacred texts so important to people of faith? Deepen children's understanding of the importance and impact of the contents of the Bible on the lives of Christians. To develop further children's understanding of the significance of holy books in the lives of the people of all world faiths.	To see and handle a wide variety of Bibles. To talk to a Christian about how and why they use/read the Bible. Compare the teaching of the Bible and Christian behaviour. Making connections between Bible passages and Christian values, attitudes or beliefs. To explore the origin and content of the holy books of at least three world faiths including Christianity.	Old Testament, New Testament Gospel, Word of God and translation
	<u>Questful RE Unit 5.2 – Christmas</u> How do our celebrations reflect the true meaning of Christmas? Give children a Biblical perspective on the nativity story. Deepen children's understanding of what Christians believe to be the true meaning of Christmas. Increase pupil's knowledge and understanding of the place of the incarnation in God's Big Story	Identifying the two nativity stories and considering the purpose of the Gospel writers.	Saviour, Messiah, Gospel, Matthew, Luke, nativity, Herod, incarnation and salvation
	<u>Questful RE Unit 5.3 – Jesus</u> Why do Christians believe Jesus was a great teacher? Emphasise Jesus' skills as a great teacher. Consider carefully the messages of the parables and how they impact on the lives of practising Christians.	Discussion about Jesus' teaching content and method. Reading parables new to them and unpacking the imagery that Jesus gives us of the Kingdom of God.	Parable, Kingdom of God Imagery

	<u>Questful RE Unit 5.4 – Easter</u> Why do Christians believe that Easter is a celebration of victory? Emphasise that Christians believe that Easter is the celebration of Christ's triumph and victory over death. This is at the very heart of Christian belief. Ensure that pupils have an understanding of the importance of Jesus death and resurrection in Christian belief, as a rescue plan to restore the relationship between God and his people	Discussion about victory. Answering the key questions Looking at the imagery and words of Easter paintings and hymns.	Victory, triumph, resurrection, sacrifice, salvation, redeemer.
	<u>Questful RE Unit 5.6 - Loss, Death and Christian Hope</u> Is death an ending or a beginning? World Faith Link: Buddhism, Hinduism, Islam Give children an opportunity to ask questions, and discuss feelings about loss, death and heaven. Give children an opportunity to express their ideas and perceptions of loss, death, heaven and eternal life. Give pupils time to think about and respond to the key questions in a safe, loving environment. Develop the children's understanding of Christian hope and the promise of eternal life with God. Develop pupil's understanding and knowledge of how people of faith mark the end of life. Develop pupil's understanding of Muslim, Hindu and Buddhist beliefs about death and life after death. Develop understanding of Humanist beliefs about death.	Time to talk about this sensitive subject, then reflect and respond in a positive safe environment. To discuss questions and ideas about heaven.	Life, death, heaven, eternal life, funeral, reincarnation and hope
Year 6	<u>Questful RE Unit 6.2 – Advent</u> How do Christians prepare for Christmas? Delve deeper into the themes of the season of Advent. Introduce pupils to the Christian belief that Jesus will return (the second coming).	Discuss in what ways Jesus fulfilled the Old Testament prophecies. Think about what John's message would be today. Talk about the pupils' hopes and dreams. Be introduced to the belief that Christ will come again.	Advent, prophet, prophesy, John the Baptist, Messiah, annunciation, incarnation, Mary
	<u>Questful RE Unit 6.6 – God</u> What is the nature and character of God? World Faith Link: Hinduism, Islam Have you discovered any beliefs about God in common across different faiths?	Reading and discussing at least two of the Old Testament stories. The Celtic Trinity knot and prayers. Creating a graffiti wall. Exploring how Christian beliefs are reflected in worship.	God, Father, Son and Holy Spirit, Trinity and Celtic

	Extend and deepen pupil's understanding of the Christian beliefs about the nature of God, his character, and his relationship with people. Increase pupils understanding that there are similarities and differences in beliefs about God across World faiths. Increase pupil's awareness that many people live without any belief in or recognition of the existence of God.		
	<u>Questful RE Unit 6.4 – Jesus (Easter)</u> Who was Jesus? Who is Jesus? World Faith Link: Buddhism, Hinduism, Islam, Judaism, Sikhism Who was Jesus? Allow children the opportunity to stand back and consider 'Who was Jesus?' and 'Who is Jesus?' from their own point of view and the views of others in the past and today.	Using the Bible to find answers to the key questions Answering the question from the point of view of the suggested people in the activities below.	Messiah, Prince of Peace, Saviour, resurrection, redeemer and servant.
	<u>Questful RE Unit 6.3 - Eucharist</u> Why do Christians celebrate the Eucharist? Identify the links between the Passover meal, Last Supper and Eucharist. Develop pupils' understanding of the Eucharist and the symbolism connected with it. Develop pupils' understanding of the importance of the Eucharist and why it is celebrated.	Speaking with a member of the clergy about the Eucharist. Considering the ways different denominations celebrate the Eucharist. Unpacking the deeper meaning of the words used in the Eucharist service.	Eucharist, Holy Communion, Last Supper, remembrance, holy, sacrifice, mercy, salvation, sacrament and faith.
	<u>Questful RE Unit 6.7 - People of Faith</u> How does having faith affect people's lives? World Faith Link: Buddhism, Hinduism, Islam How does having faith affect people's lives? Explore what it means for a person to have faith and how having faith affects people's lives, values and decisions. Discuss that Christian people are called to build God's kingdom here on earth.	Jesus' teaching on faith. Learning about the life of at least one extraordinary person of faith. Considering the opinion of a person of faith on a specific issue. Discussing the ways in which Christian people build God's kingdom on earth today.	Faith, ministry, mission, kingdom of God and vocation.