



RADDLEBARN PRIMARY SCHOOL PROGRESSION IN RE



		Nursery	Reception	Y1	Y2	Y3	Y4	Y5	Y6
Sharing and being generous	Religious and non-religious worldviews	Understand gradually how others might be feeling			Explore the Christian tradition of giving gifts.	Explore the sharing elements of Zakah and Harvest and begin to compare the value of wealth kept and given away.		Know how people with religious and non-religious views share (homes and food).	
	Learning from faith and NRWVs				Consider if I like to give or receive presents? Am I rich enough to share?	Know that we can find out about religious practices through observations of the lifestyles of believers and consider how to become more charitable.		Observe charity in action in a Church and Gurdwara and experience their hospitality and consider why Sikhs provide such hospitality for free.	
	Learning from experience				Discuss what it is like to give and receive presents.	Consider their experiences of giving and sharing.		Reflect on their own experiences of volunteering and the motivations behind them.	
	Learning to discern					Consider the impact of giving.		Consider whether motives for giving or serving make any difference to the gift or service.	
Caring for Others, Animals and the Environment	Religious and non-religious worldviews	Begin to understand the need to respect and care for the natural environment and all living things.			Understand how Sikhs and Humanists care and show appreciation towards the environment.	Begin to understand the how and why people of faith care for the world.		Understand there are different practises of marriages and civil practise.	
	Learning from faith and NRWVs				Consider what would it be like if no one cared for the world?	Consider ways in which they could care for their world.		Understand that the fundamental basis for a caring society is often found within family units. The family unit is highly valued in most traditions	

	Learning from experience				Appreciate animals and the environment and develop and understanding of the vulnerabilities of the natural world.	Explore their own environment and take responsibility for it.		Understand the differences between 'wedding' and 'marriage.' Explore other forms of family unit.	
	Learning to discern				Consider if there ever is a time when I feel I should not show concern for others?	Consider whether it is possible to go too far in caring for the world.		Question what are the good things about families? What can the difficulties be?	
Creating Unity and Harmony	Religious and non-religious worldviews		Understand how to build constructive and respectful relationships		Understand the concept of love through parables, Langar and the pillars of Islam.	Compare unity in Islam and Baha'i			Understand the role of prayer in restoring unity and harmony in Islam. Understand the core beliefs and practices of the Baha'I faith
	Learning from faith and NRWVs				Consider how I like to be treated by others? Do I treat other people in the same way?	Understand that holy books are used as a source of knowledge and wisdom for believers.			Consider the ways in which people of faith try to settle disputes. Explore the Baha'I belief that diversity should be the cause of unity and love.
	Learning from experience				Begin to understand stereotype	Explain how the idea of similarity and difference and how this brings people together.			Understand the difficulties of people with opposing views reaching unity and harmony
	Learning to discern				Consider whether people need to be the same to be united?	Explain whether doing the same thing as others in the group always puts an end to conflict and disagreement			Consider whether the people who speak the loudest are always right.
	Religious and non-religious worldviews	Develop their sense of responsibility				Understand the different roles of Christians within the Church and understand the importance of working together.	Know that being a Christian involves doing things together, including worship.		Explore different religious and non-religious leadership examples and understand skills they possess that make them great leaders.

	Learning from faith and NRWV				Understand and consider what their special contribution is.	Consider the value of taking part in a group activity.		Consider what is my responsibility to others? How can I help the world to be a better place?	
	Learning from experience				Understand the value of being part of a team	Explain the group activities they have been part of and how it involved team work.		Discuss and explore leadership attributes.	
	Learning to discern				Consider when they should not join in	Consider when it might be right not to join in.		Consider how I respond when I am called to be a leader?	
Being Fair and Just	Religious and non-religious worldviews		Demonstrate self-regulation when it comes to behaviour	Understand the concept of fairness through sacred stories.		Explore the concept of fairness through the Islamic story of The Black Stone.			Become aware of religious persecution. Be aware of the term 'racism' and its effect upon people of Global Majority Heritage (UKME).
	Learning from faith and NRWV			Consider why does it matter whether people behave fairly, or not?		Consider what we can do about unfair situations and respond to religious stories.			Consider what they can do if they consider something is unfair for others.
	Learning from experience			Consider whether life is fair or not can sometimes depend on the actions of others		Explore what happens when people are treated unfairly.			Consider times when they have experienced or observed injustice.
	Learning to discern			Consider if it is ever difficult (even impossible) to be fair?		Consider whether there is a difference between changing situations that are unfair to others and situations that are unfair to me			Consider how to deal with personal conflicts between being 'fair and just' and following a religious tradition.

Being Accountable and Living with Integrity	Religious and non-religious worldviews		Express their feelings and consider the feelings of others	Understand the concept of responsibility and accountability through sacred stories.		Understand the reasons that encourage Christians and Muslims to take responsibility and accountability for their mistakes.		Consider religious and non-religious views on accountability and integrity.	
	Learning from faith and NRWVs		Consider how can people trust me to do the right thing?		Consider whether it a good thing to have a personal or religious code, or not.		Consider how people deal with difficult (moral) decisions?		
	Learning from experience		Understand the repercussions of not acting responsibly, for example, cheating		Consider how it feels to own up or not own up to something you have done wrong.		Explore and discuss inconsistency in stated moral position and behaviour.		
	Learning to discern		Consider the impact of consequences on your decision to do the right thing.		Consider situations where having a moral code about how to behave could be a problem. E.g. when protecting others.		Consider how people or traditions ever change in the light of challenge? How are traditions challenged to change?		
Expressing joy	Religious and non-religious worldviews	Begin to understand the need to respect and care for the natural environment and all living things	Explore and understand the story of the Birth of Jesus from the Christian and Muslim perspective.			Understand how Hindus express joy through the Diwali celebrations.		To understand the joy that is felt buy believers of the Abrahamic faiths when worshipping.	
	Learning from faith and NRWVs		Consider what makes you happy and how do you show it?			Consider where joy comes from.		Understand when is it important for me to express joy/sadness?	
	Learning from experience		Discuss and reflect on what makes us happy and; how do we look forward to and prepare for something special.			Consider things that make them happy.		Consider the wide spectrum of religious, non-religious and cultural expressions of joy in Birmingham.	

	Learning to discern			To explore the idea of joining in with someone else's celebration? Is it okay to do this?			Consider whether it is okay to celebrate a festival if you are not a member of that faith.		To what extent is it ok to join in with celebrations from traditions not my own?
Being thankful	Religious and non-religious worldviews	Understand gradually how others might be feeling.		Consider how Christians and Muslims give thanks through Harvest and thankful prayers.			Know how people with religious and non-religious world views show gratitude.	Explore how Christians and Muslims give thanks through: -prayer -giving money -actions -words	
	Learning from faith and NRWVs			Understand when and why people say thank you.			Consider how and to whom we show gratitude.	Consider how and to whom do I show gratitude?	
	Learning from experience			Discuss and explore when and why we say thank you.			Consider where our food comes from.	Discuss what being thankful looks like.	
	Learning to discern			Consider if we ever say things and not mean them? Are there other ways to show thankfulness?			Explore how being thankful affects others. Consider whether saying 'Thank you' is simply being polite or more than that.	Consider how and to whom do I show gratitude?	
Being reflective and self-critical	Religious and non-religious worldviews		Recognise when their behaviour was not in accordance with the rules		Explore religious stories on reflection		Understand how Buddha helped his followers to change.		Explore the Christian idea that Jesus is the perfect individual, and he is in them as they are in him and understand the concept of reincarnation and karma.
	Learning from faith and NRWVs				Consider whether becoming a better person matters.		Consider how Buddhist teaching encourages people to be free from wanting more than they have.		Consider which aspects of the 24 dispositions they need to improve.

	Learning from				Understand what perfection is and looks like.		Consider the essence of a "perfect" life		
	Learning to discern				Consider how one can become a better person.		Consider whether being too keen to improve yourself can stop you from joining in on life's opportunities		Consider whether harsh criticism can stop you from joining in.
Being Modest and Listening to Others	Religious and non-religious worldviews		Comprehension of similarities and differences between different societies and groups	Explore sacred stories from the Christian and Muslim faith on listening and understand Humanist belief on the ability to listen and reason.			Consider what Humanists believe about listening to others' opinions but forming our own ideas and beliefs.	Explore and understand the concept of humility through parables (Jesus washing disciples' feet) and the Muslim story of Prophet Isa's ascension.	
	Learning from faith and NRWVs			Consider what can be taught from listening to others.			Think about which words or wisdom we build our own lives on. Consider what we can learn through listening to others.	Consider how can one learn to listen respectfully to those who hold different views from me?	
	Learning from experience			Begin to understand the importance of listening as well as being heard in the context of society as opposed to self			Understand the benefits of listening.	Understand the meaning of the words 'pride' and 'humility'	
	Learning to discern			Consider why you choose to listen and the importance of listening to you.			Consider: which messages are important for me to pay attention to?	Consider if humility always a good thing?	
Creating inclusion, identity and belonging	Religious and non-religious worldviews	Celebrate and value cultural, religious and community events and experiences.		Explore and understand different religious and non-religious naming ceremonies.			Understand how Abrahamic and non-Abrahamic religions show belonging.		Understand why Sikh names for boys and girls.
	Learning from faith and NRWVs			Explain why it is important to belong.			Understand that followers of Islam who choose to observe the five pillars of Islam are called Muslims.		Explore how in some religious traditions, names represent hopes for the future.

	Learning from experience			Explore and understand belonging within their family, school, city, culture and world			Consider which groups we belong to and how we show belonging.		Consider the importance of their name.
	Learning to discern			Consider how belonging to a group affects relationships with others.			Consider how to use 'belonging' information about themselves and others in a positive way, e.g. encouraging and celebrating diversity.		Consider the problems with making assumptions about people based on their name.
Being Curious and Valuing Knowledge	Religious and non-religious worldviews	Show more confidence in new situations.		Explore the use of the scriptures and understand how they answers to life's questions –			Understand religious and non-religious beliefs on the existence of God.		Understand the importance of knowledge in different religious and non-religious views.
	Learning from faith and NRWV			Think about how learning about the world can help in thinking about God and his existence. think about what God is like? The existence of God?			Understand that some questions have no universally agreed answers, but that believers from different faiths use different sacred texts to help them answer such questions.		Understand what wisdom is and where it comes from.
	Learning from experience			Explore the value of questioning – why is 'why' important?			Begin to think about the process of gaining knowledge.		Understand the value of knowledge and what lies beyond human knowledge.
	Learning to discern			Consider whether there is such thing as asking too many questions.			Consider whether followers of religious traditions always have the answers and whether they trust these answers.		Consider if wisdom is all about information, or is it is about what we do with that information?
Being loyal and	Religious and non-religious worldviews	Understand gradually how others might be feeling.		Explore the concept of a good friend through parables.		Explore the concept of loyalty through parables.		Be aware of the lifelong commitment of practicing Christians and understand that there is a link between belief and behaviour.	

	Learning from faith and NRWV			Consider whether people can rely on you.		Think about and understand what the most effective way to show commitment is		Consider commitment in the Christian faith through a baptismal ceremony, parables and faith leaders.	
	Learning from experience			Begin to understand what makes a good friend.		Understand what makes a good friend.		Consider their own commitments. Why are they committed to these people or things?	
	Learning to discern			Consider when it is right not to do what your friend asks.		Consider reasons for joining in.		Explore: Is it more important to commit to a tradition or to look at the bigger picture?	
Being hopeful and visionary	Religious and non-religious worldviews	Express preferences and decisions.		Explore and understand Prophet Muhammad's vision for the goal of equality and a peaceful world		Explore the hopes and visions of famous people such as Martin Luther King and the humanist view of altruism and practical action.		Know that Christians aim to help people and give them hope, in accordance with their beliefs.	
	Learning from faith and NRWVs	Select and use activities and resources, with help when needed to achieve a goal they have chosen.		Think about and understand what they can hope for.		Understand how people can work to build a better world.		Consider how Christiana and Muslim beliefs teaches about peace and how this can make the world a better place.	
	Learning from experience			Explore hopes for the future - future careers, aspirations		Explore what our world is like. What are the good things? What do we think should be changed?		Consider what hopes they have for their own lives and the lives of others.	
	Learning to discern			Consider how hope is different from wishing.		Consider people's reasons to hope.		Begin to understand that human hopes are often short-term and fragile.	

Being open, honest and truthful	Religious and non-religious worldviews		Express their feelings and consider the feelings of others.	Begin to understand the concept of honesty through sacred stories such as The story of Joseph and The Story of King Mahendra's successor		Explore and understand honesty through religious stories.		Understand Christians 'see', view or interpret the Bible in different ways. Know that Jesus used stories to teach his followers.	
	Learning from faith and NRWVs		Consider why truth is important		Consider when honesty matters.		Consider your own standards of honesty.		
	Learning from experience		Understand the importance of truth in opposition to untruth		Understand why truth matters and the injustice that can result from telling lies.		Consider the consequences of being wrongly accused of something. Consider why the truth is important to you.		
	Learning to discern		Consider what honesty and truthfulness if and whether they are the same or not.		Consider if one should always tell the truth.		Consider whether it is easier to see dishonesty in others than yourself.		
Being silent and attentive	Religious and non-religious worldviews		Understand that some environments that are different from the one in which they live	Understand the importance of quiet places of religious and non-religious nature.	Understand reflection through historical Christian figures and stories.		Understand that Humanists look to the natural world for explanations and value time to think and reflect and Christians meditate or spend 'quiet time' with God.		
	Learning from faith and NRWVs			Consider how and when being quiet can help an individual.	Consider if and when you make time to be attentive to God.		Consider how meditation on a phrase or holy scripture can impact someone's mood or behaviour.		
	Learning from experience			Understand what makes a good listener.	Explore the difficulty of hearing one small voice in a cacophony of sound.		Think about the importance to you of having time to stop, think and reflect.		

	Learning to discern				Consider when it is important to listen and when it is important to at.	Consider whether quiet places bring piece to people.		Share personal responses to meditation.	
Living by Rule	Religious and non-religious worldviews	Begin to make sense of their own story and family's history	Understand how to listen carefully and why it is important Thinking about the perspectives of others		Explore and understand rules and commands in different faiths (Islam, Judaism, Sikhism and Christianity)		Understand the importance The Ten Commandments in Christianity and the 5 pillars of Islam.		Understand the humanist belief in the 'Golden Rule' to treat others as you would want to be treated in their situation and Muslims follow the rules laid out in their Holy Book; the Qur'an, as well as the teachings of the Prophet Muhammad (ﷺ) مړانک وسلم.
	Learning from faith and NRWs				Consider if I could live without rules?		Consider if I could live without rules?		Consider UK law in the context of Christian morality and understand that religions have their own laws.
	Learning from experience				Discuss and explore pupils' understanding of the importance of rules to the functioning of society.		Understand the complex hierarchy/structure of rules (eg in respect of - education) and how they govern a range of situations/relationships		Engage with the need of society for civil order.
	Learning to discern				Consider if life is improved by rules?		Consider how one should decide which rules they should follow?		Consider whether people should follow the rules of their religious tradition if they contradict the laws of their nation.
	Religious and non-religious worldviews			Understand the origins of Ramadan and the two Eids.		Explore develop an understanding of roots to religious events in Judaism.			Consider the use of statues to remember the lives of people who have had an impact on society.
Remembering Roots	Learning from faith and NRWs		Consider why events are celebrated annually.		Consider how special events, places or people are remembered.		Explore what can be learned from how Christians commemorated people in the past?		

	Learning from experience			Explore reasons for why we remember special people, events and places and how they we remember them		Understand what it means to remember			Consider how remembering the past can encourage us to go forward.
	Learning to discern			Begin to consider whether there are events that are best forgotten.		Consider whether there are events that are best forgotten.			Discuss: Are there times when people need to be critical of what happened in the past?
Being courageous and confident	Religious and non-religious worldviews		See themselves as a valuable individual	Explore concept of courage in religious stories.		Explore and understand bravery in Christian and Sikh religious stories.			Consider and explore how religious faiths teaches about courage.
	Learning from faith and NRWVs			Understand where courage comes from.		Consider whether individuals who are brave feel fear			Consider what the story of 'Angulimala and the Buddha' teaches us about courage. What do you have the courage to change in the world?
	Learning from experience			Explore the meaning of courage and bravery.		Compare different kinds of courage and consider which situations require more courage than others.			Consider where your own courage comes from and how you can find courage within you.
	Learning to discern			Consider whether courage and braver are the same thing.		Consider when one should think carefully before acting.			Consider whether your personal convictions are strong enough for you to stand up for them.
Being imaginative	Religious and non-religious worldviews	Encourage children to draw from their imagination and observation.			Explore the different ways religions believe in God.		Explore different religious and non-religious views on the creation of the universe.	Explore how art is portrayed in different religions.	

	Learning from faith and NRWVs				Consider how one makes sense of the world around them		Consider whether one can see the purpose in the world around them.	Consider whether creativity can be linked to spirituality	
	Learning from experience				Explore the use of the imagination.		Consider what is needed, when confronted by opposing views, to be confident of what is true.	Explore the source of (artistic) thoughts and ideas and the uniqueness of imagination / creative thought.	
	Learning to discern				Consider whether there are multiple ways of looking at the world.		Consider whether it is okay to impose one's views and beliefs on others.	Consider whether it is okay that some forms of art are not permitted in some religions.	
Being merciful and forgiving	Religious and non-religious worldviews		Identify and moderate their own feelings socially and emotionally		Explore parables on mercy and forgiveness.		Explore parables on mercy and forgiveness. (Easter)		Explore the importance of forgiveness through religious and non-religious stories.
	Learning from faith and NRWVs				Begin to consider how one shows love through forgiveness.		Consider how one shows love through forgiveness.		Understand how love can be shown through forgiveness.
	Learning from experience				Understand the basic concepts of mercy and forgiveness.		Explore the relative difficulty of seeking and/or giving forgiveness		Explore the relationship between crime and punishment
	Learning to discern				Begin to consider when might it be hard to forgive.		Consider when might it be hard to forgive.		Consider whether the response of the forgiver matters.

Appreciating beauty	Religious and non-religious worldviews		Understand that some places are special to members of their community		Understand different forms of beauty in different religions.		Explore the beauty in the creation of the universe.		Consider whether the response of the forgiver matters.
	Learning from faith and NRWVs				Begin to consider how the beauty of prayer makes one feel.		Consider how the beauty of prayer makes one feel.		Understand the beauty in prayer.
	Learning from experience				Explore beauty through the 5 senses.		Begin to explore the beauty in the world around us.		Explore the beauty in words.
	Learning to discern				Consider what is beauty.		Consider whether beauty can only be seen.		Consider what the downside is to saying some things are beautiful.
Responding to suffering	Religious and non-religious worldviews		Express their feelings and consider the feelings of others		Begin to explore suffering through religious stories and work of charities to respond to suffering around the world.		Explore suffering through religious stories and work of charities to respond to suffering around the world.		Explore the Easter story with emphasis on the separation of Jesus from God.
	Learning from faith and NRWVs				Begin to consider how one responds when others are suffering.		Consider how one responds when others are suffering.		Understand the importance of responding to others when they are suffering.
	Learning from experience				Reflect on physical and emotional pain.		Begin to understand empathy and how one shows empathy for others.		Understand the importance of responding to others when they are suffering.

	Learning to discern				Consider whether it is possible to help everyone who is suffering.		Consider whether it is important to help people in pain.		Consider when the suffering of others cause me suffering.
Being temperate	Religious and non-religious worldviews	Find solutions to conflicts and rivalries.			Understand how religions teach self-discipline, temperament and contentment through religious stories.		Explore the lives of religious and non-religious individuals and understand how what influenced their behaviour.	Understand how religious and non-religious worldviews teach individuals to be disciplined.	
	Learning from faith and NRWVs				Consider if there is a right or wrong way to behave.		Think about who influences your behaviour	Consider how you allow yourself to have influence over your behaviour	
	Learning from experience				Discuss what influences behaviour		Understand the impact of peer pressure.	Understand how one behaves under pressure.	
	Learning to discern				Consider what might happen if I only think about myself.		Consider if it is ever right to questions 'expected behaviour.'	Consider when following a tradition could lead to behaviour considered by some to be anti- social?	