

Oldfield Primary RE Progression

	AT1	AT2	SP1	SP2	SU1	SU2
INTENT – Oldfield Primary School is committed to nurturing curiosity, independence and a love of learning. Our Religious Education (RE) curriculum aims to ensure all pupils learn from and about the Christian religion and other world faiths, so that they can understand and appreciate the world and people around them. We follow the Kirklees Local Agreed Syllabus for Religious Education. This Believing and Belonging syllabus states that: ‘The syllabus reflects the twin aims that RE must stimulate interest and nurture understanding of religion/worldviews, while also contributing to pupils’ awareness of and sensitivity to diversity in our communities and world. The syllabus is designed around learning size learning pathways. While organising the curriculum along these pathways, learners concurrently develop substantive knowledge of specific religions and worldviews. This syllabus achieves a broad, but rigorous, understanding of religions/worldviews in the context of our local community and our country. It provides deeper focused study of specific topics and questions. IMPLEMENTATION – We follow the Believing and Belonging units of work. This Progression Map outlines the knowledge and skills expected to be demonstrated in each year group. Religious Education lessons are taught by class teachers in a variety of ways, including discussion, investigation and enquiry, drama, stories, art and written work. IMPACT – Pupils are able to describe and make connections between different features of the religions and other world views that they study, in order to reflect upon their significance. They are able to discuss and present thoughtfully the views of others and their own through challenging questions about belonging, meaning, purpose and truth. They discuss and apply how beliefs and values may affect choices, ideas about what is right and wrong and what is just and fair, reflecting upon their own answers to these questions. Pupils consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect.						
Nursery	E.4 Who belongs in my family and community?	E.5 What is a celebration? Christmas story	E.3 Who cares for me and how do I help others?	E.1 Which places are special to members of our community? Easter story.	E.2 Why are some objects special?	E.6 How do we understand and care for the world?
Reception	E.4 Who belongs in my family and community?	E.5 What is a celebration? Christmas story	E.3 Who cares for me and how do I help others?	E.1 Which places are special to members of our community? Easter story.	E.2 Why are some objects special?	E.6 How do we understand and care for the world?
Year 1	C1.3 How can we make good choices? (10 weeks) Talk about what makes a happy classroom. Talk about ways they can help to do this.		C1.6 Which books and stories are important?	C1.4 How and why do some people pray? Talk about the meaning behind prayer and	F1.12 How and why do we care for others? Identify and talk about people they care about and why.	

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	Talk about rules and why these matter. Express ideas about how you would behave without positive guidance in your life. Recognise the Ten Commandments and talk about their importance for Jews, Christians and Muslims. Respond to questions about the teaching of Jesus that people should love God and love their neighbour. Express ideas about the challenges of obeying the commandments. Express ideas about what 'holds up' their life. Talk about the Muslim commitment to the 5 pillars of Islam. Name one of the five pillars. Suggest why Langar is an important duty for Sikhs. Notice how Buddhists show compassion to themselves and the World. Talk about the Hindus belief that everyone is born with the divine (soul) (atmaa/atman) and so they respect all creatures. Retell and suggest the meaning of stories and parables Recognise similarities and differences between different stories. Express ideas about how rules and stories guide and inspire people. How do Christians celebrate special events? (5 weeks) • Presents. What gifts were brought to baby Jesus?	Recognise some special or holy books and notice how they are treated. Talk about some of life's big questions. Suggest meanings for some stories that are important because of their message/moral. Talk about some special stories that are re-told over and over. Recognise a Bible and talk about how it is treated. Talk about and suggest meanings for a story from the Bible with a moral/message. Recognise a Qur'an and talk about how it is treated. Talk about and suggest meanings for an Islamic story with a moral/message. Recognise the Guru Granth and talk about how it is treated. Talk about and suggest meanings for a story from the Guru Granth Sahib with a moral/message.	suggest reasons for doing it. Express ideas about actions, thoughts and feelings of Christians during prayer. Recognise some symbols and words that can help Christians to focus on prayer. Express ideas about actions, thoughts and feelings of Muslims during prayer. Recognise some symbols of Muslim faith that can help them to focus on prayer. Talk about the importance of prayer for Sikhs. Explain how Guru Nanak's teaching about prayer guides Sikh people in life today. Recognise that meditation is about trying to focus the mind, so that it is not distracted by thoughts and feelings. Describe how Buddhists meditate.	Explore ways in which people care for others. Talk about /retell a story about caring. Listen to stories that encourage caring and explore ways Christians follow these examples Listen to Muslim stories that encourage caring and retell these. Talk about how people follow these examples. Listen to Sikh stories that encourage caring and retell these. Talk about how people follow these examples. Listen to Hindu stories that encourage caring and retell these. Express ideas about how people follow these examples. Listen to Buddhist stories that encourage caring and retell these. Explore ways people follow these examples. Talk and ask questions about how they can care for others Recall stories about caring for others.
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	- What gift would you take to a baby? - Why do we give gifts?	Recognise the Torah and talk about how it is treated. Talk about and suggest meanings for a Jewish story with a moral/message. Express ideas about the moral messages that can come from stories. Talk about how people might follow moral examples from stories in order to live a good life.	Retell a story from Buddhism that teaches about enlightenment. Talk about the objects on a puja tray. Talk about how the five senses are used in Hindu worship. Talk about how Jews pray at home and in the synagogue. Design a special place for prayer. Express ideas about everyday places and objects that help children to be quiet and reflect. Express their own ideas about prayers/reflections.	
Faith visit	St James Church - Cross Roads link to Christmas/Special books (bible).			
	Christianity, Islam, Hinduism, Sikhism and Buddhism.	Christianity, Islam, Sikhism and Judaism.	Christianity, Islam, Sikhism, Buddhism, Hinduism and Judaism.	Christianity, Hinduism, Islam, Sikhism and Buddhism.
Year 2	C1.5 Why are festivals important in our community? (10 weeks) Talk about what celebration means. Give examples of how we celebrate special occasions. Express ideas about why saying thank you is important.	C1.2 How are symbols used to welcome new life? Explain how we welcome people to our class and why this is important. Identify symbols and routines in school and	F1.11 How do Hindu Stories help believers live their lives? Understand that stories can affect and teach us (Ganesha goes to a party).	C1.1 What does it mean to belong to a community of belief? Talk about what it means to belong. Recognise and talk about some religious symbols. Design a symbol and say what it means. Talk about what makes a place special.

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Recognise that followers of religions and others celebrate festival days to show gratitude. Notice what happens at a Harvest Festival and suggest why. Name some gifts that are given at harvest. Respond sensitively to re-enacting a Harvest Festival Retell the story behind Sukkot. Express ideas about how the festival of Sukkot is celebrated. Design and make a Sukkot shelter Recognise aspects of the Muslim festival of Ramadan. Talk about and respond sensitively to the practice of fasting. Express ideas about the nature and importance of Eid. Notice details about aspects of the festival of Diwali. Retell the story of Rama and Sita. Notice details about aspects of the festival of Bandi Chhor Divas. Suggest reasons for Hindus and Sikhs lighting lamps during a celebration. Notice some similarities and differences between Hindu and Sikh celebration of Diwali. Recognise that celebrations are very special occasions. Suggest meanings for celebrating birthdays. Suggest some similarities and differences between religious and non-religious celebrations.	begin to explain why they are important. Describe what a new baby needs. Explore the meaning of names. Sequence the symbolic events of a Naam Karan, Sikh naming ceremony. Describe how names are chosen in the Sikhi faith. Explore how babies are welcomed in the Christian faith. Identify symbols and symbolic events in a Christening. Explore how Muslims welcome a new baby. Explain why sharing is important in the Aqiqah. Explore how Humanists welcome a new baby. Create a class poem to welcome a new baby. Compare how babies are welcomed into the world.	Understand that many stories teach important lessons ('The four friends'). Understand about different types of truth (The Six Men and the Elephant). Describe what is a mystery. Describe Hindu practice of how to treat each other (Waiting for God). Understand that Hindus see God in Nature (How Mother Ganga came to India). Describe how Hindus treat the natural world(Krishna Opens his Mouth). Understand that stories can answer big questions in dance, song and poetry.	Name a church/mosque/synagogue/gurdwara/Hindu temple as a special place for people of that faith. Recognise similarities and difference between belonging to a school and a faith community. Recall and name ways Muslims prepare themselves for worship through their clothing and wudu. Talk about how Muslims show they belong by what they wear and what they do. Identify some important parts of a mosque and why they are important. Notice and talk about what goes on inside a mosque. Ask questions about why people want to belong to a mosque. Recognise that a Jewish home is a place of worship during shabbat. Name and sort some objects and actions used by Jewish families at Shabbat. Name the synagogue as an important place of worship and community in Judaism. Name some important parts of the synagogue and describe the purpose. Name the Gurdwara as a place for Sikh worship. Notice the main features of a gurdwara. Talk about what happens in a Gurdwara. Talk about the 'langar' and notice some details. Express ideas about why serving the community in the Gurdwara is important to Sikhs. Recognise the Mandir as the Hindu place of worship. Name some features inside a mandir. Talk about how Hindu people worship inside the Mandir.
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	Why is Jesus considered the Light of the World? (5 weeks) • Why is Jesus called the Light of the World? • How is light used in the nativity? • How is light used at Christmas?			Talk about and notice details of some images of Hindu deities. Express ideas about why people want to belong to a place of worship. Suggest similarities and differences between two different places of worship and how people show they belong there.
Faith Visits	St James Church - Cross Roads - link with symbols of new life. Hindu Temple - link to what does it mean to belong to a community or belief and Hindu stories. Humanist speaker Hannah McKerchar (Kirklees SACRE, Humanists UK School Speaker, Humanist Celebrant) Contact: theonelifewehave@gmail.com			
	Christianity, Judaism, Islam, Hinduism and Sikhism.	Sikhism, Christianity, Islam, Humanism.	Hinduism	Christianity, Hinduism, Judaism, Islam and Sikhism.
Year 3&4 Cycle A 2025-26	CL2.4 Why do the lives of the gurus inspire Sikh believers? Give examples of their experiences of learning from a teacher. Give examples of the qualities of a good teacher. Explain that a guru is a spiritual teacher. Identify key information about Guru Nanak and his early life.	CL2.5 How do ancient stories influence modern celebrations? Retell the story of Hanukkah. Suggest a deeper meaning of the story. Explain why Jewish people use food and actions to reaffirm their beliefs. Re-enact the story of Guru Hargobind and the release of the prisoners.	CL2.2 How do different people express their spirituality? Explain their understanding of 'spiritual'. Respond thoughtfully to the meaning and significance of some symbols and artistic expressions. Express and explain some ideas or beliefs that are important to them. Describe pictures and images used by Christians and respond thoughtfully to what is shown Give opinions about how some Christian faith communities use and include images and pictures. Recognise that Muslims create patterns to express beliefs rather than illustrating animal or human form. Recognise the 99 names of Allah and respond thoughtfully to these attributes.	FL2.12 How does the bible help Christians live a good life? Give reasons to show why the Bible is such an important book for Christians Give examples of Christian rules and recall what Christianity has to say about 'right' and 'wrong', values and commitment. Give an example of a parables told by Jesus. Revisit the idea that Jesus taught people to love God and love their neighbour. Reflect on and describe what we can learn from a parable of Jesus. Ask questions about Jesus' teaching through using parables. Give examples of ways Christians follow Jesus' teaching by caring for and helping others.

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Explain Guru Nanak's characteristics. Identify key information about Guru Nanak and his early life. Ask thoughtful questions about Guru Nanak. Explain and give reasons for their answers. Explain the meaning of important Sikh stories. Make links between stories and their own experiences. Respond thoughtfully to a religious text. Express their own ideas about Sikh beliefs Respond thoughtfully to a religious text. Express ideas about Sikh beliefs. Describe the way Guru Nanak appointed his successor. Express ideas about why Nanak appointed his successor this way.	Describe how the lights at Amritsar were special. Make links between the Maccabees and Guru Hargobind and the meanings of the stories. Re-tell the story of Prince Rama and Princess Sita. Explain the moral of the story. Explain how light is a representation of good overcoming evil. Respond thoughtfully to the themes of the Diwali story. Recall information about advent traditions. Explain the meaning and purpose of Advent for some Christians Express ideas about the symbolism of light at advent. Give examples to show that light has been important to many	Give opinions about how and why some faith communities don't allow pictures of prophets and leaders. Explore and describe how some faith communities use words and poetry to represent beliefs Explain how and why some faiths use music as an expression of beliefs. Respond thoughtfully to some forms of religious music and explain their meaning. Express ideas on the meaning of non-religious songs and how these also reflect spiritual values and beliefs. Recognise that some faiths use dance as an expression of beliefs. Explain how dance might express emotions, values and beliefs. Express spiritual ideas through dance and movement.	Describe the meaning of friendship and of being a true friend. Give examples of situations when we have to change or do something really difficult to be a better person. Give an example of Jesus caring for and healing people. Give reasons why Christians show care for others. Give an example of personal qualities of kindness and caring. Present ideas to show how elements from Christian beliefs could be applied to situations they experience in their own lives. Ask questions about Jesus' teaching through using parables. Give examples of ways Christians follow Jesus' teaching by caring for and helping others. Reflect on what it means to love your neighbour. Recall Jesus' teaching that people should forgive one another as an example of loving others. Demonstrate understanding of the benefits to forgiving others as well as difficulties.
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	Demonstrate understanding of the significance of the Golden Temple as the resting place of the Guru Granth Sahib. Recall information and give examples of how Sikhs treat their scripture, Guru Granth Sahib. Describe similarities and differences between how Sikhs treat their scripture, Guru Granth Sahib, and the way pupils treat books which are special to them. Express ideas about Guru Nanak's teaching and give reasons why it is still followed today. Create a guide to the Gurdwara to demonstrate understanding of its importance to Sikh believers.	different civilisations. Describe how one other festival or celebration uses light. Suggest ideas as to why light is used as a representation. Describe how the winter and summer solstices are celebrated. Explain the significance of the sun to Pagans and others. Demonstrate understanding that there are many representations of light as hope, freedom, warmth, reflection, resurrection, new birth, life etc. Explain one way that light is used as a symbol.		
	Sikhism	Sikhism, Hinduism, Christianity, Judaism, Islam	Christianity, Islam, Sikhism, Hinduism, Judiasim	Christianity

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Faith visits	Sikh temple Guru Nanak Gurdwara, Huddersfield/Guru Nanak Niskam Sevak Jatha Gurdwara, Leeds - Why do the lives of the gurus inspire Sikh believers? St James Church - How does the bible help Christians live a good life?				
Year 3&4 Cycle B 2026- 2027	CL2.6 How do Jews use stories to remember God's covenant? Explain what a promise is and how to keep one. Demonstrate understanding that a covenant is a special promise between God and people. Make links between the promises/ agreements they make and the covenant with God and Noah. Recognise that Abraham is the father of Judaism. Explore and describe links between Abraham and Noah and the covenant with God. Give examples of words and actions of Moses which continue to inspire Jews today.	FL2.11 How do creation stories help people understand the world? Demonstrate understanding of the Jewish beliefs about creation. Make links between the Jewish creation story and the world. Ask questions about looking after the world. Demonstrate understanding of Islamic beliefs about creation. Consider what the different stories mean and describe the similarities and differences in the stories. Recognise responsibilities for looking after the world.	CL2.3 How do the five pillars help Muslims lead a good life? Recall some important features of Islam. Ask questions and express ideas about a Muslim artefact. Present some key facts about Islam using some Islamic vocabulary. Recognise and recall information about the geographical origins of Islam. Describe and respond thoughtfully to the life of the Prophet Muhammad (pbuh). Demonstrate understanding of the importance of the Prophet Muhammad (pbuh) for Muslims. Recall the correct names and some features of the five pillars of Islam. Present information about the pillars of Islam.	FL2.14 How are the stories of holy week important to Christians? Recall information about Holy week and Easter. Ask questions about the gospel texts about Palm Sunday and what they might mean to Christians. Explain how Christians show their beliefs about Palm Sunday in worship. Recall the events of the Last Supper. Express ideas about gospel accounts of the Last Supper. Give reasons for the Christian traditions on Maundy Thursday. Recall the events of Good Friday. Explain why Christians call the day Jesus died 'Good Friday'. Give reasons for the importance of Good Friday to Christians. Apply a range of ideas to crucifixion artwork.	CL2.1 What faiths and beliefs can be found in our country and community? Identify groups that I belong to and the symbols and actions associated with them. Explore what being part of a community means, including welcoming someone new. Identify and find out about the religions represented in the local area or community. Reflect on and express some ideas about religious diversity. Demonstrate understanding of the local significance of places of worship and symbols. Find out about and describe similarities and differences between faiths. Explain what diversity means. Find out about different faiths and explore differences and similarities. Recall and use the term denomination. Explore differences and similarities within faiths. Describe what is important about the place of worship for believers. Explain how different faiths work together for community cohesion. Plan a project to support different faiths and believers getting on together.

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Ask questions about the Moses story and make links with ideas about unfairness and the experience of the Jewish people. Describe what happened at the Exodus and make a link between this story and Jewish beliefs about God as their rescuer. Re-tell the story of the Exodus and make links with the objects on a seder plate. Explain how Jewish people celebrate Pesach. Ask questions about the meaning of the Pesach seder meal. Demonstrate understanding and express ideas about the meaning of Pesach to Jewish people today. Give opinions about freedom and why this is a good thing, making a link with the story of Exodus.	Respond thoughtfully to what the different texts mean. Give opinions about why there are similarities and differences in the texts. Express ideas for looking after the world. Demonstrate understanding of Hindu beliefs about creation. Consider what the different stories mean and describe the similarities and differences in the stories. Recognise responsibilities for looking after the world. Demonstrate understanding of the purpose and practice surrounding the 'rest day' in faiths today. Make links between the Jewish	Explain why the five pillars are important to Muslims and apply ideas to their own lives, giving examples of who/what supports them. Describe the first pillar of Islam (the Shahadah - testimony of faith/belief statement) using correct vocabulary. Demonstrate understanding of the importance of the Shahada and belief in one God for Muslims. Create a personal statement of belief. Describe the second pillar of Islam (Salaah - praying 5 times a day) and express ideas about how it affects a Muslim's life. Observe and describe how Muslims prepare for prayer. Investigate Salaah through research and questioning and present ideas. Give reasons for the importance of Salaah to Muslims.	Recall the events of Easter Sunday. Give reasons for the importance of Easter Sunday to Christians. Understand the meaning of 'the resurrection'. Discuss emotion and feelings about the themes of resurrection and new life. Make links between the Gospel texts and how Christians mark the Easter events in their church communities. Describe how Christians show their beliefs about the Holy Week in worship. Describe how Christians mark the Easter events in their church communities.	
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	Give examples of some of the things some Jewish families would and would not do on Shabbat. Make links with the ways in which rest and family time are important to me. Describe how Jewish people practise their faith on Shabbat. Make links between the things that Jewish people enjoy about Shabbat and the kinds of things I find refreshing.	observance of Shabbat and their Creation story. Explain how creation stories are still important to people of faith. Explain stories have different interpretations and meanings to different people. Is science compatible with religion? How did the world begin? Demonstrate understanding that creation stories are important to people of faith. Demonstrate understanding that stories about creation have been passed down over many years. Express ideas about their own ideas about creation and the world around.	Describe the third pillar of Islam (Sawm - fasting in the month of Ramadhan) and express ideas about how it affects a Muslim's life. Respond thoughtfully to an Islamic text and explain its meaning and importance for Muslims. Give reasons and examples to explain why religious and non-religious Muslims fast during Ramadhan. Describe the fourth pillar of Islam (Zakaah - almsgiving) and express ideas about how it affects a Muslim's life. Give reasons to explain why Muslims give Zakaah. Evaluate and apply ideas about charitable donations and give their opinions about the impact of charitable giving. Describe Hajj and explain what it might mean to Muslims. Describe and explain what happens during the 5 days of Hajj. Express ideas about the importance of Hajj for		
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			Muslims, including the spiritual impact. Demonstrate understanding of Muslim beliefs and practices learned during the unit. Present ideas to explain the five pillars of Islam. Apply ideas and express their own opinions about the importance of the five pillars.		
	Judaism	Islam, Judaism, Hinduism	Islam	Christianity	Christianity, Islam and Hinduism
Faith Visits	Synagogue: Bradford Reform Synagogue/Sinai Synagogue, Leeds (Reform)/United Hebrew Congregation, Leeds (Orthodox) Mosque: Jamia Masjid Noor, Crosland Road, Thornton Lodge, Huddersfield, HD1 3JS/Al-Hidayah Mosque, Caledonian Rd, Dewsbury				
Year 5&6 Cycle B 2026-27	CU2.5 How and why are Jewish festivals celebrated? Summarise what they already know about Judaism, including some key facts about festivals such as Shabbat, Hannukah and Pesach. Give examples of new year resolutions and explain why people make them.	CU2.3 What values do people live by? Explain the concept of 'consequences' and give examples. Explain the concept of 'code for living' and give examples of some rules to live by. Ask thoughtful questions about religious and non-religious ways of life. Make links between religious and non-religious ideas. Some ideas are the same, but others are different. Identify and suggest reasons for the differences. Summarise some Christian teaching about values and behaviour.	CU2.6 What do Christians believe about the old and new covenants? Explain the term covenant and reflect on the covenant Abraham had with God. Suggest reasons why Abraham is important to Christians. Suggest reasons why Abraham is important to Christians, Jews and Muslims.	FU2.12 How should we forgive others? Define the concept of forgiveness and reconciliation. Explain the importance of trying to put wrongs right. Discuss Jesus' s stories about forgiveness and investigate their meaning. Explain Jesus' s beliefs about forgiveness and how he put these into practice. Apply ideas to their own experiences of forgiveness. Explain and give reasons to demonstrate that Christians believe the act of confession helps them to receive God's forgiveness.	

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Identify and explain the symbolism used at Rosh Hashanah and Yom Kippur. Explain the importance of keeping God's commandments for Jewish people. Summarise the celebration of Sukkot and explain how it acts as a reminder. Make connections between ancient stories and modern celebrations. Summarise why the Torah is so important to Jewish people. Make connections between the festival of Shavuot and the story of Ruth. Summarise the story of Esther. Explain how and why Purim is celebrated and give examples of symbolism from modern celebrations. Suggest ways that people can respond to persecution Explain	Make links between thoughts and ideas and words and actions. Suggest ways in which thinking can lead to action. Weigh up moral questions about whether there are 'bad thoughts' and discuss the impact of ideas on behaviour. Summarise some Muslim teaching about values and behaviour. Explain and give examples of how the prophet Mohammed has influenced the lives of Muslims. Make connections between some Muslim teachings and how Muslims choose to live. Explain how some Jewish people observe commandments such as the Shema as a foundation for their values. Make links between thoughts and ideas and words and actions, suggesting how thinking can lead to action. Explain the importance of Jewish values such as care for the world. Summarise some Sikh teaching about values and behaviour. Ask questions about the Sikh practices of meditation and sewa. Explain why the langar is an important part of Sikh practice. Summarise some Hindu ideas about values and behaviour. Define and give examples of 'dharma'. Give an opinion about whether Hindu values are easy or hard to put into practice. Explain how a Hindu might practise 'ahimsa'. Identify some key Buddhists beliefs and explain how these are put into practice.	Define the term Abrahamic faith. Make connections between Moses and Abraham. Explain Moses' covenant with God. Discuss who Moses was and reflect on why he was important to Jews and Christians. Suggest reasons why the Ten Commandments are important for Jews and Christians. Explain who King David was and reflect on why he is important to Christians. Make connections between David and Abraham and David and Jesus. Explain the terms 'incarnation', 'Messiah' and 'Saviour.' Identify evidence from Bible extracts that support Christian beliefs about Jesus. Suggest reasons why Jesus' 'I am' statements are important to Christians.	Give a considered response to practical examples of forgiveness that reflects Christian teaching. Identify and explain links between the examples of forgiveness and reconciliation studied to the teaching and example of Jesus. Apply ideas from within religion to situations they experience in their own lives and their own community.
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	reasons for Jewish celebrations and compare the way different people celebrate. Plan and produce a leaflet/ presentation to demonstrate understanding.	Summarise the difference that following Buddhist codes makes to the lives of Buddhists. Apply their ideas about what makes people happy by listening to the views of others. Explain and weigh up a range of opinions about important attitudes and values. Compare, contrast and evaluate codes for living. Describe similarities and differences between the codes for living used by Christians and the followers of at least one other religion. Give a considered response to questions about values. Give a considered response to questions about codes. Make links between codes and their impact or consequences Apply ideas about codes for living for myself. Suggest ways to build peace in our society, giving examples from their learning.	Reflect on the different titles attributed to Jesus and explain how these demonstrate his importance to Christians.	
	Judaism	Christianity, Judaism, Hinduism, Islam, Sikhism, Buddhism	Christianity, Islam, Judaism	Christianity
Faith Visits				
Year 5&6 2025-26	CU2.2 How do Sikhs symbolise commitment? Explore and weigh up values. Give reasons for the different ideas people have about what is important.	CU2.1 What do Hindu people believe about God? Describe how people show different aspects of their life. Describe how Hindus believe in	CU2.4 Why do some people go on pilgrimage? Give an example of a special religious place in the world. Explain the difference between a holiday and a pilgrimage. Describe how a Jewish person might feel about visiting the Western Wall. Give examples of experiences some pilgrims might have at the Western Wall.	FU2.13 Why are rights of passage important? Enquire into the responsibilities, rights and ceremonies connected to growing up. Consider the question of when a young person might be said to have reached adulthood. Consider different kinds of promises and the importance these have in different situations. Investigate Jewish rites of passage for teenagers.

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Reflect on and consider own values. Identify and explain how Sikhs demonstrate values through daily religious observance. Find meanings in a Sikh text. Reflect on and apply ideas to their own values. Summarise Sikh beliefs about symbols of identity and what they represent. Investigate and explain how Sikh teachings and stories influence Sikh practice. Define the concept of 'commitment'. Weigh up different points of view about Sikh commitment and initiation practices. Give examples of Sikh teachings and practice about service to others.	one God and has many aspects. Describe how Hindu murti show different aspects of god. Describe puja at home and compare it with worship in the mandir. Explain the concepts of karma, moksha and dharma. Describe how many Hindu people show compassion and service. Identify similarities and differences between different beliefs. Create a presentation about Hindu belief in one God.	Suggest some 'big questions' to ask about the Jewish experience of pilgrimage at the Western Wall. Describe and explain the significance of the journey to Makkah for Muslims. Suggest reasons why the Hajj pilgrimage might make Muslims ask big questions about life. Describe some Christian special places and explain how journeys influence individual Christians and give them new insights. Describe and explain some amazing, puzzling or mysterious experiences associated with Christian places of pilgrimage. Describe and explain the importance of personal reflection to Sikhs. Give reasons why Sikhs might visit Amritsar. Give examples of new insights Sikh pilgrims might gain from their journey. Describe and explain the significance of pilgrimage for Hindus. Give examples of new insights Hindu pilgrims might gain from their journey Explain why Jerusalem is special to Christians, Jews and Muslims. Reflect on how people can work together for tolerance. Suggest reasons why special places and journeys make people ask big questions about life.	Investigate Amrit, the story of the formation of the Khalsa and the importance of commitment for Sikhs. Investigate the Sacred Thread ceremony. Explain why this is important to some Hindus. Investigate what happens at Confirmation and Believers' Baptism and find out about the promises that are made. Enquire into the differences between confirmation and believers' baptism Reflect on their learning about rites of passages and the promises made. Reflect on and express their own beliefs and values.
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	Define 'sewa' and give examples of each aspect. Reflect on their own experience and ideas Reflect on Sikh practices and lifestyle choices. Plan and produce something to demonstrate understanding of values, including Sikh values.			
	Sikhism	Hinduism	Judaism, Islam, Christianity, Sikhism, Hinduism	Judaism, Sikhism, Hinduism, Christianity
Faith Visits	Hindu Temple Shree Lakshmi Narayan Hindu Temple, 341 Leeds Road/Hindu Temple, 20 Zetland St, Huddersfield , HD1 2RA			