FROXFIELD CE SCHOOL

RE progression document KS2 Cycle A (2025/2026)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class 3	**Lest We Forget** **Love as Creation (A)** Creation Stories Communicate: Simply describe their own response to the idea of creation (Yr 3) Express creatively as well as describe their own response to the idea of creation (Yr4)	**Fasten your seatbelts** **Holy (B)** Mother of God Contextualise: Simply describe how Christians show that they believe Mary is holy (Yr 3) Accurately describe some variations in how Christians show that they believe Mary is holy (Yr4)	**Super settlers** **Freedom (A)** Passover Evaluate: Simply describe the value of Passover to celebrate freedom for Jews and what issues are raised (Yr 3) Discern and describe the value of Passover to celebrate freedom for Jews and what issues are raised (Yr4)	**Irresistible Isles!** **Rescue (A)** Christians believe Jesus rescued us Apply: Simply describe situations where they could actively rescue themselves and others (Yr 3) Recognise and describe situations where they could actively rescue themselves and others (Yr 4)	**Raging Rivers** **Community as Kingdom (A)** God's Kingdom Communicate: Simply describe their own ideas of what a kingdom is (Yr3) Express creatively as well as describe their own ideas of what a kingdom is (Yr4)	**Vikings** **Obedience (A)** Obeying God's rules Inquire: Simply describe what obedience means (Yr 3) Accurately describe what obedience means (Yr 4)
Class 4	**Early Ancestors** **Conflicting or complimentary (A)** Creation and science Communicate: Begin to explain their views of Creation and Evolution (Year 5) Respond creatively as well as begin to explain their views of Creation and Evolution (Year 6)	**Tomb Raiders** **Special as Prophecy (B)** Prophecy in relation to Magi Apply: Begin to explain how the concept of Prophecy affects our lives (year 5) Explain how the concept of Prophecy affects our lives (year 6)	**Underwater World** **Imagery (A)** Jesus through art Inquire: Begin to explain the meaning of imagery in the Christian tradition (Year 5) Accurately explain the meaning of imagery in the Christian tradition (Year 6)	**Mountains and Earthquakes** **Resurrection (C)** The empty cross Contextualise: Begin to explain how Christians respond to the image of the Empty cross (Year 5) Accurately explain how Christians respond to the image of the Empty cross (Year 6)	**Exploring St Lucia** **Belonging (A)** Shahada and Salet Evaluate: Begin to discern the possible value and importance to believers and to themselves of belonging (Year 5) Discern the possible value and importance to believers and to themselves of belonging(Year 6)	**Mayan Magic** **Peace (A)** Ramadan Contextualise: Begin to explain the significance of peace through submission for Muslims (Year 5) Accurately explain the significance of peace through submission for Muslims (Year 6)

RE progression document KS2 Cycle B (2026/2027)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class 3	**Through the Ages** **Symbol (A)** Hannukah Contextualise Simply describe the symbol of Hannukah lights for Jews. (Yr3) Accurately describe some variations in the symbol of Hannukah lights for Jews. (Yr 4)	**Desert Biomes** **Angels (B)** Angels as God's messenger Communicate Express creatively as well as simply describe what the word 'Angel' means. (Y3) Express creatively as well as describe what the word 'Angel' means. (Yr 4)	**The conquerors' Legacy** **Belonging as Identity (A)** The mezuzah and the shema Evaluate To simply describe the importance of Jewish identity. (Yr 3) Discern and describe the importance of Jewish identity. (Yr 4)	**The conquerors' Legacy** **Suffering (A)** How does the Easter story reflect suffering? Evaluate To simply describe the importance of Jesus suffering to Christians. (Yr 3) Discern and describe the importance of Jesus suffering to Christians. (Yr 4)	**Bella Italia** **Special as God (B)** God Inquire To simply describe what God is like and why he is special. (Yr 3) Accurately describe what God is like and why he is special. (Yr 4)	**Off we go to market!** **Transformation (A)** Transformation in a Sikh story Apply To simply describe how transformation affects my life and others' lives. (Yr 3) Recognise and describe how transformation affects my life and others' lives. (Yr 4)
Class 4	**Democracy Rules!** **Ritual (A)** Significance of ritual during Wudu and Eid-ul-Fitr Inquire: Begin to accurately explain what ritual means. (Yr 5) Accurately explain what ritual means. (Yr 6)	**Forces of Nature** **Interpretation (A)** Birth narratives Contextualise: Begin to explain what interpretation means in the context of the two birth narratives in the Bible. (Yr 5) Explain what interpretation means in the context of the two birth narratives in the Bible. (Yr 6)	**Changing Power of the Monarchy** **Symbol (A)** Stones as symbols Evaluate: Begin to discern the possible value of stones as symbols to Buddhists. (Yr 5) Discern the possible value of stones as symbols to Buddhists. (Yr 6)	**Portsmouth here we come!** **Love as Salvation (C)** The Christian Story Communicate: Begin to explain their own response and experience of love as salvation or being saved. (Yr 5) Respond creatively as well as explaining their own response and experience of love as salvation or being saved. (Yr 6)	**Natures Resources** **Good Lives (A)** Humanism Apply: Begin to explain how our responses to a good life can be applied to our own lives and to the lives of others. (Yr 5) Explain how our responses to a good life can be applied to our own lives and to the lives of others. (Yr 6)	**Strength and Fortitude** **Community as Umma (C)** Hajj and Zakat Contextualise: Begin to explain how aspects of Muslim practice and belief develop a sense of Umma. (Yr 5) Accurately explain how aspects of Muslim practice and belief develop a sense of Umma. (Yr 6)

Updated September 2026 Golden thread concepts