

## R.E. Progression Map KS1

	Year 1	Year 2
<b>Knowledge and Understanding</b>	<p><b>Christianity</b></p> <ul style="list-style-type: none"> <li>• Suggest meanings for some Biblical images of God</li> <li>• Talk about some Christian beliefs about what God is like</li> <li>• Retell the main events of the story using religious vocabulary</li> <li>• Identify something about Christmas that would be important to Christians</li> <li>• Retell events from Jesus' life</li> <li>• Identify which events show Jesus is like God</li> <li>• Recognise that Jesus' miracles raise puzzling questions</li> <li>• Retell a parable told by Jesus</li> <li>• Suggest what they think the meaning of a parable is</li> <li>• Understand that Jesus told parables to teach important truths</li> <li>• Suggest meanings for the symbols connected with the story of Easter</li> <li>• Suggest why an egg is a good symbol for new life or what Christians believe about new life</li> </ul> <p><b>Judaism</b></p> <ul style="list-style-type: none"> <li>• Identify some things that Jews learn from the Torah</li> <li>• Identify possible meanings for the commandments that God gave to Moses</li> <li>• Suggest why light is used to symbolise God's presence in the synagogue</li> <li>• Identify key symbols of the Shabbat meal and suggest what they mean</li> <li>• Suggest what makes Shabbat a day of rest, or how it might help Jewish families to feel closer to God</li> </ul> <p><b>Comparative</b></p> <ul style="list-style-type: none"> <li>• Retell the creation story</li> <li>• Suggest why they think Christians, Jews and Muslims and people of no religious view believe they should care for our world</li> </ul> <p><b>Additional Unit</b></p> <ul style="list-style-type: none"> <li>• Understand that not everyone has their basic needs met</li> <li>• Suggest why someone might want to make the world a fairer place</li> <li>• Suggest how buying fair trade products might make a difference to the lives of people across the world</li> <li>• Understand that people with no religion believe that we must make the world a better place ourselves</li> </ul>	<p><b>Christianity</b></p> <ul style="list-style-type: none"> <li>• Retell stories from the Bible to others and identify what 'part' God plays in the story</li> <li>• Suggest some things that Christians might learn from the Bible</li> <li>• talk about what a clue means in relation to the story (and perhaps also Christmas traditions)</li> <li>• recognise some symbols within a church and suggest what they mean</li> <li>• identify how Christians show that God is important</li> <li>• retell stories about how people were changed by meeting Jesus</li> <li>• identify possible meanings for stories / religious words / art</li> <li>• suggest why Christians call might Jesus 'Saviour'</li> <li>• suggest what different symbols mean e.g. parts of an Easter Garden</li> </ul> <p><b>Islam</b></p> <ul style="list-style-type: none"> <li>• Suggest what some of Allah's names might mean and why they might be 'beautiful' to a Muslim</li> <li>• Explain how the different prayer positions might help a Muslim to pray describe why Muslims wash before praying</li> <li>• Demonstrate how the Qur'an should be treated and suggest why this might be</li> <li>• Retell stories about Muhammad (pbuh) and suggest what people might learn from them or what made Muhammad (pbuh) a good leader</li> <li>• Identify how peace and respect are important to Muslims</li> </ul> <p><b>Comparative</b></p> <ul style="list-style-type: none"> <li>• Begin to show awareness of similarities and differences in the way people pray</li> <li>• Suggest why some people might pray and others might not</li> <li>• Suggest meanings for religious language and expression</li> </ul> <p><b>Additional Unit</b></p> <ul style="list-style-type: none"> <li>• Identify what different people believe about the world or what answers they might give to big questions</li> <li>• Begin to show an awareness of similarities between religions</li> </ul>

**Expressing Ideas, Beliefs and Insights**

**Christianity**

- Sensitively articulate their own beliefs / ideas connected with images of God
- Give a reason for what's important to them about Christmas
- Talk about the different people in the story and how they might have felt at different times
- Talk about experiences from Jesus' life that they can identify with e.g. choosing friends, being lost / losing someone
- Ask questions about Jesus' life
- Sensitively express their own ideas about the themes of parables e.g. being lost or helping others
- Talk about what's important in the parable – for them and for others
- Identify with different people within the Easter story and correctly talk about the range of emotions involved

**Judaism**

- Explain what it means to treat something with respect and suggest why the Torah is valued by Jews
- Identify why rest is important
- Talk about what's important in their family at weekends
- Suggest what makes Shabbat a special family time

**Comparative**

- Respond to the world with a sense of wonder and appreciation
- Realise that some questions about creation are difficult to answer
- Suggest why and how they should demonstrate care for their environment

**Additional Unit**

- Appreciate that what they think is unfair might not be to another person
- Express their own views about injustice
- Identify how the way in which we live might have an impact on someone else

**Christianity**

- Sensitively connect their own emotions to the experiences of those in the accounts studied
- talk about the puzzling aspects of the clues in the Christmas story
- identify how people in the Nativity accounts might be feeling / thinking about Jesus and why
- suggest which aspect of 'church' might be most important to them, or to a Christian
- respond with sensitivity to the experience of being in a church
- respond sensitively to the idea of 'rescue', making relevant comments in the context of stories and discussions
- discuss how people who met Jesus might have felt before, during and after
- demonstrate respect & sensitivity for the feelings / thoughts / beliefs of others in the way that they talk

**Islam**

- Suggest what it means to treat someone or something with respect
- Discuss how Muslims show respect for Allah in prayer
- Suggest why Muhammad (pbuh) is important to Muslims and how they show respect
- Consider why Muslims might learn parts of the Quran by heart

**Comparative**

- Respond sensitively to the views of others and give reasons why prayer might be important to someone and not to others
- Recognise that some questions about prayer are puzzling

**Additional Unit**

- Identify questions that cause them to wonder
- Respond to the world with a sense of wonder and appreciation
- Realise that some questions that cause people to wonder are difficult to answer

## R.E. Progression Map LKS2

	Year 3	Year 4
<b>Knowledge and Understanding</b>	<p><b>Christianity</b></p> <ul style="list-style-type: none"> <li>• Suggest what Christians might learn about God from stories in the Bible</li> <li>• Describe how a story from the Bible illustrates God rescuing people</li> <li>• Identify historical facts within the Bible</li> <li>• Investigate how peoples' lives were changed after meeting Jesus</li> <li>• Make links between what Jesus did and what Christians believe about him being 'Saviour' and God's Son</li> <li>• Make links between clues within the Christmas story and what Christians believe about Jesus</li> <li>• Decide which parts of the celebration of Christmas maintain the true meaning of Christmas for a Christian and why</li> <li>• Describe the symbols connected with the Easter story and link them to Christian beliefs about Jesus / Easter</li> <li>• Make links between Jewish Passover and Lord's Supper/communion</li> <li>• Retell the story of Pentecost and describe its importance for Christians</li> <li>• Make links between the apostles' experience of receiving the Holy Spirit and the spread of the Church</li> <li>• Describe and suggest meanings for the symbols of Pentecost, making links with the Biblical account</li> <li>• Explain how communion helps Christians to remember and express unity</li> </ul> <p><b>Judaism</b></p> <ul style="list-style-type: none"> <li>• Link features of Jewish celebrations with stories or Jewish beliefs</li> <li>• Describe some of the practices associated with the 'milestones' of a Jew's life</li> <li>• Describe the impact for Jews of the synagogue as a place of study, prayer and gathering</li> <li>• Comment on any connections between a synagogue and a church or between Jewish and Christian beliefs</li> </ul> <p><b>Additional Unit (Comparative)</b></p> <ul style="list-style-type: none"> <li>• Identify similarities and differences in the ways people welcome babies</li> <li>• Give meanings for some symbols and language used in these ceremonies, using technical vocabulary</li> <li>• Describe why it is important for many people to celebrate the birth of a baby</li> </ul>	<p><b>Christianity</b></p> <ul style="list-style-type: none"> <li>• Investigate sources (e.g. artefacts / art / stories / text) and link what they find with Christian beliefs about God</li> <li>• Describe and suggest meanings for the symbolism used, investigating and connecting them with Christian belief about Jesus being God 'incarnate'</li> <li>• Describe and suggest meanings for the language used in the Lord's Prayer</li> <li>• Make links between the words of the prayer and what Christians believe</li> <li>• Find links between a familiar form of worship and one from another cultural context</li> <li>• Suggest meanings for a religious symbol or image from an unfamiliar cultural context</li> <li>• Make links between the story of Jesus in the desert and Lent</li> <li>• Identify some things that might most impact a Christian's life during Lent</li> </ul> <p><b>Sikhism</b></p> <ul style="list-style-type: none"> <li>• Identify the impact of key teachings of Guru Nanak Ji or the Guru Granth Sahib on Sikh life</li> <li>• Make links between Sikh symbols / artefacts / practices and Sikh beliefs or ways of life</li> <li>• Describe how Sikhs demonstrate that the Guru Granth Sahib Ji is important</li> </ul> <p><b>Comparative</b></p> <ul style="list-style-type: none"> <li>• Begin to show awareness of similarities and differences in the way people pray</li> <li>• Suggest why some people might pray and others might not</li> <li>• Suggest meanings for religious language and expression</li> </ul> <p><b>Additional Unit</b></p> <ul style="list-style-type: none"> <li>• Describe key beliefs that encourage people to spread resources more fairly</li> <li>• Suggest how belonging to a faith community has a global dimension, and why this is</li> </ul>

Expressing Ideas, Beliefs and Insights

**Christianity**

- compare their own ideas and feelings about stories with other peoples'
- reflect on and creatively respond to a Bible account, explaining their thinking
- compare their ideas with others'
- raise questions about encounters / aspects of
- Jesus' miracles, giving their own considered response
- make links between what they suggest Jesus might think about Christmas and over- commercialisation
- say what made them choose their gift, linking it with the learning in this unit
- respond in their own way to some of the events or puzzling questions raised (e.g. about sacrifice) and compare their ideas with the ideas of others
- give reasons for why the apostles acted as they did
- identify what influences them, and why
- ask, and give thoughtful responses to, questions about Pentecost
- understand that actions can be symbolic

**Judaism**

- compare their own lives with those of Jewish families
- evaluate the importance of the special times for Jews and for themselves
- describe how attending synagogue makes a difference to Jews, relating this to their own experiences

**Additional Unit (Comparative)**

- ask and respond to questions about belonging
- consider what they would promise or say to a new baby
- what do they do to show they are committed to something

**Christianity**

- Compare their own ideas about the character of God with those of others
- Create an image/playlist/poem that represents aspect(s) of God's character and explain the symbols/imagery that they have used
- Use symbolism to express things which are difficult to convey in words
- Compare their ideas/symbolism with the ideas/symbolism of others, giving reasons
- Identify ideas that others have expressed and compare them with their own
- Give thoughtful responses to the themes expressed in the Lord's Prayer
- Compare their own experience or understanding of worship with others
- Ask questions about worship in different cultural contexts
- Create ideas that are connected with the concepts of preparation/ confession/reflection
- Sensitive compare their own thoughts about Lent with others'

**Sikhism**

- Comment on Sikh beliefs e.g. about equality, and make links with their own ideas

**Comparative**

- Respond sensitively to the views of others and give reasons why prayer might be important to someone and not to others
- Recognise that some questions about prayer are puzzling

**Additional Unit**

- Describe how seeing the world through another person's eyes could help make us better global citizens
- Ask and suggest answers to questions about their responsibility as part of a local, national and global community

## R.E. Progression Map UKS2

	Year 5	Year 6
<b>Knowledge and Understanding</b>	<p><b>Christianity</b></p> <ul style="list-style-type: none"> <li>Identify and explain the meanings of the statements Jesus used about himself</li> <li>Suggest meanings for each 'I am' statement and describe why each is important for Christians</li> <li>Suggest what Christians might learn about God through the person of Jesus</li> <li>Describe what Christians mean when they say that Jesus is the 'Light of the World'</li> <li>Describe how light is used (e.g. in a Christingle) and what it represents, linking it with Christian beliefs about the person of Jesus Christ</li> <li>Ask questions about the meaning of light and darkness in the context of the Christmas narrative and compare their ideas with the ideas of others</li> <li>Describe meanings for a range of Jesus' parables and teachings and describe the impact of them on how Christians live</li> <li>Compare the similarities within the Gospel accounts of Easter, suggesting reasons for this</li> <li>Relate the key events within the Easter narrative to Christian belief about Jesus</li> </ul> <p><b>Islam</b></p> <ul style="list-style-type: none"> <li>Gather, select and organise ideas about Islam</li> <li>Describe how features of a mosque / Muslim prayer reveal Muslim beliefs, using appropriate vocabulary</li> <li>Describe and connect some key Muslim beliefs about Allah, worship practices and the pillars</li> <li>Describe the impact of celebrating and fasting in the life of Muslims</li> <li>Explain how pilgrimage differs from other journeys</li> </ul> <p><b>Comparative</b></p> <ul style="list-style-type: none"> <li>Explain why the 'golden rule' is used by many religious and non-religious people worldwide</li> <li>Suggest meanings for different statements of wisdom</li> </ul>	<p><b>Christianity</b></p> <ul style="list-style-type: none"> <li>Suggest meanings for different aspects of Trinity symbolism, using appropriate vocabulary</li> <li>Gather, select and organise ideas about communion or baptism across two denominations</li> <li>Comment on the connections between beliefs and practices for different denominations</li> <li>Compare the events in the two Gospel accounts, suggesting reasons for the differences</li> <li>Explain what the 'good news' in each Gospel is using evidence from the text</li> <li>Explain the connections between Adam, Eve, Christmas and Easter, using evidence from the Bible / their research</li> <li>Select information from their learning / the Bible that helps to answer the question 'Did Jesus have to die?'</li> </ul> <p><b>Buddhism</b></p> <ul style="list-style-type: none"> <li>Gather, select &amp; organise ideas about Buddhism</li> <li>Consider how the four Noble Truths or the</li> <li>Eightfold Path might affect a Buddhist's way of life</li> <li>Connect the key beliefs and teachings of Buddhism with features of the religion e.g. artefacts, symbols, rituals</li> </ul> <p><b>Hinduism (+ASU)</b></p> <ul style="list-style-type: none"> <li>Describe some key Hindu beliefs and compare with other religions</li> <li>Explain, using religious vocabulary, the practices and rituals of Hindu family life and how these express religious beliefs</li> <li>Suggest meaning for a Hindu festival, using the appropriate vocabulary to describe its practices</li> <li>Make links between objects, symbols and practices in Hindu worship and the beliefs that underlie them</li> <li>Draw meanings about good and evil from a Hindu story</li> </ul>

	<ul style="list-style-type: none"> <li>Describe similarities and differences between the beliefs of religious and non-religious people</li> </ul> <p><b>Additional Unit</b></p> <ul style="list-style-type: none"> <li>Describe similarities and differences in the way people express beliefs through the arts</li> </ul>	
<b>Expressing Ideas, Beliefs and Insights</b>	<p><b>Christianity</b></p> <ul style="list-style-type: none"> <li>Question what Christians believe about Jesus and begin to form their own opinions in the light of their learning</li> <li>Ask questions and suggest answers about the significance of Jesus' names for themselves or for Christians</li> <li>Apply ideas and reflections about Jesus' teaching to their own or others' lives e.g. which of Jesus' teachings might be the most important</li> <li>Suggest answers to questions about puzzling aspects of the death and resurrection of Jesus, making reference to the Gospel accounts</li> </ul> <p><b>Islam</b></p> <ul style="list-style-type: none"> <li>Suggest how praying or worshipping as a community might benefit Muslims / themselves</li> <li>Suggest what would have to change in their classroom if it were to become a mosque</li> <li>Suggest what might happen as a result of zakah (or other pillar) and consider what might motivate Muslims to give (fast, pray etc.)</li> </ul> <p><b>Comparative</b></p> <ul style="list-style-type: none"> <li>Decide on their own personal 'golden rule' and give a justification for it</li> <li>Make links between words of wisdom and their own behaviour</li> <li>Apply their ideas to everyday situations</li> </ul> <p><b>Additional Unit</b></p> <ul style="list-style-type: none"> <li>Create their own piece of work that conveys inner feelings or beliefs</li> <li>Appreciate that the expressive arts can be a useful vehicle for conveying deeply-held beliefs and values</li> </ul>	<p><b>Christianity</b></p> <ul style="list-style-type: none"> <li>Offer suggestions as to how belief in God as Father, Son and Spirit might help Christians in different situations</li> <li>Describe why people choose to express their beliefs in different ways giving examples</li> <li>Suggest answers to questions about aspects of the birth of Jesus, making reference to both accounts</li> <li>Suggest answers to the questions about sin, the person of Jesus and what Christians believe about the purpose of his coming</li> <li>Apply their ideas and reflections on the concept of sacrifice, atonement or reconciliation to their own and others' lives</li> <li>Suggest what might happen as a result of their own or others' actions</li> </ul> <p><b>Buddhism</b></p> <ul style="list-style-type: none"> <li>Apply ideas and reflections about issues raised e.g. suffering, enlightenment, meditation to their own, and Buddhists'</li> <li>consider whether worship and meditation are different things and why this might be</li> </ul> <p><b>Hinduism (+ASU)</b></p> <ul style="list-style-type: none"> <li>Ask questions about the puzzling aspects of Hinduism and suggest answers</li> <li>Respond thoughtfully to an aspect of Hindu home life or belief in the context of their own life</li> <li>Make comparisons between their own experiences of places of worship with the Hindu mandir</li> <li>Reflect on good and evil as illustrated in Hindu stories and make links with stories they know</li> </ul>

## R.E. Skills and Attitudes

### SKILLS

Progress in RE depends upon the development of the following generic learning skills applied to RE. These skills should be used in developing a range of activities for pupils to demonstrate their capabilities in RE. They ensure that teachers will move pupils on from knowledge accumulation and work that is merely descriptive to higher-level thinking and more sophisticated skills

**Reflection** – this includes:

- Reflecting on feelings, relationships, experience, ultimate questions, beliefs and practices

**Empathy** – this includes:

- Considering the thoughts, feelings, experiences, attitudes, beliefs and values of others
- Developing the ability to identify feelings such as love, wonder, forgiveness and sorrow
- Seeing the world through the eyes of others, and seeing issues from their point of view

**Investigation** – this includes:

- Asking relevant questions
- Knowing how to gather information from a variety of sources
- Knowing what may constitute evidence for justifying beliefs in religion

**Interpretation** – this includes

- Drawing meaning from artefacts, works of art, music, poetry and symbolism
- Interpreting religious language
- Suggesting meanings of religious texts

**Evaluation** – this includes:

- Debating issues of religious significance with reference to evidence and argument

**Analysis** – this includes:

- Distinguishing between opinion and fact
- Distinguishing between the features of different religions and beliefs

**Synthesis** – this includes:

- Linking significant features of religion and belief together in a coherent pattern
- Connecting different aspects of life into a meaningful whole

**Application** – this includes:

- Making the association between religion / belief and individual, community, national and international life

**Expression** – this includes:

- Explaining concepts, rituals and practices
- Expressing views, and responding to questions of religion and belief through a variety of media

### ATTITUDES

It is vital that Religious Education encourages pupils to develop positive attitudes to their learning and to the beliefs and values of others. The following four attitudes are essential for good learning in RE:

- self-awareness
- respect for all
- open-mindedness
- appreciation and wonder

**Self-awareness** in religious education includes pupils:

- feeling confident about their own beliefs and identity and sharing them without fear of embarrassment or ridicule
- developing a realistic and positive sense of their own beliefs, morals and spiritual ideas
- recognising their own uniqueness as human beings and affirming their self-worth
- becoming increasingly sensitive to the impact of their ideas and behaviour on other people

**Respect for all** in religious education includes pupils:

- developing skills of listening and a willingness to learn from others, even when others' views are different from their own
- being ready to value difference and diversity for the common good
- appreciating that some beliefs are not inclusive and considering the issues that this raises for individuals and society
- being prepared to recognise and acknowledge their own bias
- being sensitive to the feelings and ideas of others

**Open-mindedness** in religious education includes pupils:

- being willing to learn and gain new understanding
- engaging in argument or disagreeing reasonably and respectfully (without belittling or abusing others) about questions relating to beliefs, (whether religious or non-religious), morals and spiritual ideas
- being willing to go beyond surface impressions
- distinguishing between opinions, viewpoints and beliefs in connection with issues of conviction and faith

**Appreciation and wonder** in religious education includes pupils:

- developing their imagination and curiosity
  - recognising that knowledge is bounded by mystery
  - appreciating the sense of wonder at the world in which they live
- developing their capacity to respond to questions of meaning and purpose

### Curriculum Outline for KS1

Term	Year One	Hours	Year Two	Hours
Autumn	Is the world a fair place? (ASU)	4-5	Why is the Bible an important book for Christians?	5-6
	What do Christians believe God is like?	5-6	Is prayer important to everyone?	3-4
	Why is Christmas important to Christians?	2-3	What does the Christmas story tell Christians about Jesus?	2-3
Spring	Who is Jesus?	5-6	Why is 'Church' important to Christians?	5-6
	Why did Jesus tell parables?	4-5	Why do Christians call Jesus 'Saviour'?	4-5
	What do eggs have to do with Easter?	2-3	Why is Easter important to Christians?	2-3
Summer	What is the Torah, and why is it important to Jews?	5-6	Who is Allah, and how do Muslims worship him?	5-6
	Why do Jewish families celebrate Shabbat?	5-6	What is important to Muslim families?	5-6
	Why should we look after our world?	3-4	What are your big questions? (ASU)	4-6

“There are three things I would like to contribute to the debate on knowledge in religious education: the first is that knowledge facts need to be underpinned by concepts (concepts provide the intellectual architecture on to which new knowledge and insights can be pinned) and that these need to be taught explicitly; the second is that knowledge should be taught primarily through sacred texts, iconography, art and music and the third is that knowledge needs to reside in and be protected within the discipline.”

Mary Myatt

### Curriculum Outline for Lower KS2

Term	Year Three	Hours	Year Four	Hours
Autumn	How does the Bible reveal God's rescue plan?	5-6	How did it all begin? (ASU)	6-8
	How did Jesus change lives?	5-6	Why do Christians call God 'Father'?	5-6
	Why are presents given at Christmas – and what might Jesus think?	3-4	(Formerly - What do Christians believe about God?) How can artists help us understand Christmas?	3-4
Spring	What are important times for Jews?	5-6	Why is praying important for Christians?	5-6
	How can a synagogue help us understand the Jewish faith?	5-6	Is Christian worship the same all around the world?	5-6
	Easter: What happened – and what matters most to Christians.	3-4	How does Lent help Christians prepare for Easter?	3-4
Summer	How did the Church begin?	5-6	What do Sikhs value?	6-8
	Why do Christians share communion?	3-4	How can we live together in one world? (ASU)	6-8
	How do people celebrate new life? (ASU)	6-8		

### Curriculum Outline for Upper KS2

Term	Year Five	Hours	Year Six	Hours
Autumn	What is the 'golden rule'? – and are they all the same?	6-8	The Trinity: How is God three – and yet One?	6-8
	Who did Jesus say, 'I AM'?	5-6	How can churches help us to understand Christian belief?	5-6
	Why is light an important sign at Christmas?	3-4	What do the Gospels say about the birth of Jesus – and why is it 'good news'?	3-4
Spring	How do people express their beliefs through the arts? (ASU)	6-8	What is the 'Buddhist way of life'?	6-8
	How did Jesus' teaching challenge people?	5-6	Adam, Eve, Christmas, Easter: what are the connections?	5-6
	How do Christians know what happened at Easter?	3-4	Easter: Did Jesus have to die?	3-4
Summer	How can a mosque help us to understand the Muslim faith?	6-8	What does it mean to be a Hindu? (ASU)	6-8
	How do the pillars of Islam help Muslims live a good life?	6-8	What helps Hindus to worship?	6-8