

Religious Education Progression Map

Curriculum Aim:

In RE we aim to promote respect, tolerance and empathy through development of pupils' knowledge and understanding of religions, including their beliefs, values and traditions; That pupils develop their sense of identify and belonging by celebrating differences and cultures, encouraging all pupils to feel valued.

Following Essex Agreed Syllabus. Key strands: Fingertip knowledge **Identity – lifestyle/living it out**

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
CONTENT FOCUS: Big Questions	What is this religious story about? Why might people tell this story? What is right? What is wrong? What is 'good'? How do people celebrate? What ceremonies and festivals have you taken part in?	How do ceremonies give a sense of identify and belonging? Why is light an important symbol? What do Christians believe about God? What did Jesus teach about God in his parables?	What do Muslims believe about God? How do Christians and Muslims worship God? How do people decide what is right and wrong? What are the best symbols of Jesus' death and resurrection at Easter?	What do Hindus understand about the idea of a Supreme Being? Why is the Qur'an treated with such respect? How does what you believe affect what you choose to eat? What is Philosophy? Where do ideas about God come from?	How do the Five Pillars help Muslims express their faith? What do we mean by truth? Why is there so much diversity of belief within Christianity? How does believing Jesus is their saviour inspire Christians to save and serve others?	How do beliefs impact how someone lives? Is believing in God reasonable? Why is the Torah so important to Jewish people? What does it mean to be human?	What is the role and impact of the gurdwara on Sikhs and local communities? What influences how religious and non-religious people choose to dress? What is a 'good life'? What difference does the resurrection make to Christians?
Theology . Where beliefs come from	Understanding the World: Past and Present - Understand the past through settings, characters and events encountered in books read in class and storytelling.	Give a clear, simple account of at least one narrative, story or important text used by at least one religion or worldview.	Retell a narrative, story or important text from at least one religion or worldview and recognise a link with a belief.	1.Show awareness of different sources of authority and how they link with beliefs. 2.Identify different types of writing and give an example of how a believer might interpret a source of authority.	1.Identify different sources of authority and how they link with beliefs. 2.Give examples of different writings and different ways in believers interpret sources of authority.	1.Describe different sources of authority and how they link with beliefs. 2.Describe a range of different interpretations of sources of authority and consider the reliability of these sources for a group of believers.	1. Explain different sources of authority and the connections with beliefs. 2.Begin to discuss the reliability and authenticity of texts that are authoritative for a group of believers.

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	How beliefs change over			Recognise that beliefs are influenced by events in the past and present	Identify events in history and society which have influenced some religious and non-religious worldviews	Describe how events in history and society have influenced some religious and non-religious worldviews.	Explain how events in history and society have influenced some religious and non-religious worldviews
	How beliefs relate to each other	Recognise that narratives, stories and texts used by at least one religion or worldview contain beliefs.	Recognise that some beliefs connect together and begin to talk about these connections.	1. Identify some links between beliefs being studied within a religion or worldview. 2. Show awareness of some of the similarities and differences between and within religions and worldviews.	1. Make clear links between different beliefs being studied within a religion or worldview. 2. Identify some of the similarities and differences between and within religions and worldviews.	1. Describe the connections between different beliefs being studied and link them to sources of authority 2. Describe some of the key theological similarities and differences between and within religions and worldviews.	1. Explain connections between different beliefs being studied and link them to sources of authority using theological terms. 2. Explain the key theological similarities and differences between and within religions and worldviews.
	How beliefs shape the way believers see the world	Give an example of how Christians use beliefs to guide their daily lives.	Give different examples of how Muslim/Christian beliefs influence daily life.	Recognise ways in which beliefs might make a Hindu/Muslim think about how they live their life, how they see the world in which they live and how they view others.	Identify ways in which beliefs might make a Muslim/Christian think about how they live their life, how they see the world in which they live and how they view others.	Describe ways in which beliefs shape the way Jews/Christian view the world in which they live and how they view others.	Explain and discuss how beliefs shape the way Christians view the world in which they live and how they view others.

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Philosophy	The Nature of knowledge, meaning and existence.	Communication and Language: Listening and attention – Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. Understanding – They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.	1. Ask questions about the world around them and talk about these questions. 2. Begin to make connections between using their senses and what they know about the world around them.	1. Talk about the questions a story or practice from a religion or worldview might make them ask about the world around them. 2. Talk about what people mean when they say they ‘know’ something.	1. Recognise that there are many different religious and non-religious answers to questions people raise about the world around them. 2. Talk about the difference between knowing and believing.	1. Describe different philosophical answers to questions about the world around them, including questions relating to meaning and existence. 2. Begin to use philosophical vocabulary when discussing issues relating to truth, reality and knowledge.	1. Explain different philosophical answers to questions about the world around them, including questions relating to meaning and existence. 2. Explain some of the different ways in which philosophers understand abstract concepts.	1. Begin to analyse and evaluate a range of philosophical answers to questions about the world around them, including questions relating to meaning and existence. 2. Begin to analyse and evaluate different ways in which philosophers understand abstract concepts
	How and whether things make sense.		Give a simple reason using the word ‘because’ when talking about religion and belief	Give a reason to say why someone might hold a particular belief using the word ‘because’	1. Decide if a reason or argument based on a religion or belief makes sense to them and is expressed clearly. 2. Use more than one reason to support their view.	1. Begin to weigh up whether different reasons and arguments are expressed coherently when studying religion and belief. 2. Give reasons for more than one point of view, providing pieces of evidence to support these views.	1. Explain, using a range of reasons, whether a position or argument is coherent and logical. 2. Link a range of different pieces of evidence together to form a coherent argument.	1. Begin to analyse and evaluate whether a position or argument is coherent and logical and show increasing awareness of divergence of opinion. 2. Use well-chosen pieces of evidence to support and counter a particular argument.

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	Issues of right and wrong, good and bad		Using religious and belief stories to talk about how beliefs impact on how people behave.	Using religious and belief stories, make connections between peoples' beliefs about right and wrong and their actions.	1. Recognise that it is difficult to define 'right', 'wrong', 'good' and 'bad'. 2. Recognise some of the similarities and differences between these ideas.	Describe a range of answers to ethical and moral questions, showing awareness of the diversity of opinion and why there are differences.	Explain a range of answers to ethical and moral questions and issues, drawing conclusions and showing awareness of diversity of opinion and why there are differences.	Begin to analyse and evaluate a range of different answers to ethical and moral questions/issues, showing an understanding of the connections between beliefs, practices and behaviour.
Human/Social Science	The diverse nature of religion	PSED: Building relationships – Show sensitivity to their own and others' needs. Understanding the World: Past and present – Talk about the lives of	Recognise that people have different beliefs and that some people follow religions and others non-religious worldviews	Recognise the names of different religions, religious beliefs and worldviews and use them correctly.	Identify some of the ways people use the terms 'religion' and 'belief' when exploring religions, beliefs and worldviews.	Describe the difference between the terms 'religion' and 'belief' when exploring religions, beliefs and worldviews.	1. Explain the different ways in which the terms 'religion' and 'belief' are used by followers from within a religion or worldview and those from outside it. 2. Show awareness that talking about religion and belief can be complex.	1. Begin to analyse and evaluate the varying use of the terms 'religion' and 'belief' by followers from within a religion or worldview and those from outside it. 2. Recognise some areas of controversy when interpreting and explaining the nature of religion and belief.

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	Diverse ways in which people practice and express beliefs	the people around them and their roles in society. Understanding the World: People and Communities - Know some	Recognise some of the symbols, artefacts and practices used by people of different religions and beliefs in the local area.	Identify evidence of religion and belief especially in the local area.	Identify some similarities and differences in how people practise and express beliefs both within and between at least two different religions/worldviews.	Describe some of the varying ways in which religions and beliefs are practised locally and nationally (both within and between religions/worldviews) with reference to at least two religions/worldviews.	Explain some of the varying ways in which religions and beliefs are practised locally and nationally (both within and between religions/worldviews) with reference to at least two different religions/worldviews.	Begin to analyse and evaluate the varying ways in which religions and beliefs are practised locally, nationally and globally (both within and between religions/worldviews) with reference to at least two different religions/worldviews.
	The ways in which beliefs shape individual identity, and impact on	similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.	Recognise that beliefs can have an impact on a believer's daily life, their family or local community.	Identify ways in which beliefs can have an impact on a believer's daily life, their family or local community.	Identify a range of ways in which beliefs can have an impact on a believer's daily life, their family, community and society.	Describe ways in which beliefs can impact on and influence individual lives, communities and society and show awareness of how individuals, communities and society can also shape beliefs.	Explain how beliefs impact on and influence individual lives, communities and society, and how individuals, communities and society can also shape beliefs.	Begin to analyse and evaluate how beliefs impact on, influence and change individual lives, communities and society, and how individuals, communities and society can also shape beliefs.

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Key Vocabulary (New for year)	Religion Special books Special places Special stories Prayer	God, parable, gospel, Christianity, Christian, celebration, festival, symbol, thankful, faith, belief, wise sayings, rules for living, co-operation, belonging, worship, holiness, sacred.	Muslim, Islam, Eid, moon and star.	spiritual, commitment, values, prayer, ritual, community, devotion, life after death, inspiration, role-model.	Authority, commandments, incarnation, reformation, Sacrifice, Testament, denomination, Sacrament, salvation, confession, repentance, obedience, sin	harmony, respect, justice, faith, interfaith, tolerance, moral values, religious plurality, moral codes, climate activism, protest, education, inspiration, charity,	sources of wisdom, compassion.
	Christmas, Easter, Bible, Church, Jesus	creation story, Creator, altar, font, Holy Spirit, baptism, Christening.		resurrection, 'good news', Pentecost, Messiah, liturgy, God the Creator, Trinity, heaven.	Paradise, Ibadah	Creation and Fall, Eucharist, agape, advent, disciple.	Gurdwara, Sikh, Sikhi, Sikhism, Guru Granth Sahib, sewa/seva, langar, religious studies, sociology,
	Allah, Prophet Muhammad, Qur'an, Mosque			Sanatan Dharma, Rama, Sita, Hanuman, holi, Raksha bandhan, Supreme being	avatar, atheist, agnostic, Trimurti, monotheist, Bhagavad Gita,	Cosmological argument, existence, ontological argument, reasonableness, teleological argument.	agnostic, rationalist, 'spiritual but not religious', secular, rationalist.
	Hindu, mandir, divali, Aum	Humanist, Golden Rule, worldview.		spiritual but not religious, atheist, ethics, moral, morality, logical.		Judaism, Jewish, Torah, Shabbat, Pesach, Hanukkah, Ten Commandments, persecution, prejudice, Beth Shalom, remembrance, patriarch, Jacob, Ruth, King David, King Solomon, Esther, Purim, Prophet, Isaiah, Daniel.	
	Non-religious	Hindu dharma, Mundan, Puja.		Kosher, treif, Torah, kashrut, ahimsa vegetarian, sacred, goshala, halal, haram, Khalifah			

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Fingertip Knowledge		Christianity: Christianity/Christians/ God/Bible/Church	Christianity (see Y1) Islam: Islam / Muslim / Allah / Qur'an / Mosque	Christianity (see Y1) Islam (see Y2) Hindu Dharma: Hindu Dharma / Hindu / Brahman / The Vedas /Mandir (Temple)	Christianity (see Y1) Islam (see Y2) Hindu Dharma (see Y3)	Christianity (see Y1) Islam (see Y4) Hindu Dharma (see Y3) Judaism: Judaism / Jews / G-d (written: YHWH usually say Adonai – Lord)/ Torah (or Tenakh) / synagogue	Christianity (see Y5) Islam Hindu Dharma (see Y3) Judaism Sikhi: Sikhi / Sikhs / Waheguru / Guru Granth Sahib / Gurdwara
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