



Religious Education Progression Map

Purpose of study

Being a Religious Education learner in EYFS

The pupils will develop a growing sense of their own self-awareness, their own community and their place within this. They will encounter Christianity and other faiths found in the classroom. They will celebrate and value cultural events and experiences.

By the end of
Year F2

Christianity
and other
religious that
are relevant
to the
children in
the class.

Cycle A

F5 – Belonging and how do we belong

Pupils will learn about families and that their family is unique. They will learn about harvest

F1 – Which stories are special and why?

Pupils will listen to stories about Christmas, Diwali and Hanukkah and find out about different traditions linked to the stories.

F4 - What times are special and why?

Pupils will learn about special times and why they are special to different people. They will look at some religious festivals

F6- Our wonderful world - How can we care for living things and the earth

Pupils will learn about how look after the environment and living things. They will plant and grow different seed and nurture them.

F3 – What places are special and why?

Pupils will learn about places that are special to them. This will lead into den making.

F2 - Which people are special and why?

Pupils will find out about themselves and other people who are special to them.

Cycle B

F5 – Belonging and how do we belong

Pupils will learn about belonging to the class and to Brocklewood. They will begin to learn about different cultures.

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	F1 – Which stories are special and why? Pupils will learn about different communities through stories and their knowledge. They will talk about and families and read stories about families. F4 - What times are special and why? Pupils will look at religious festival that relate to their class and peers. F6- Our wonderful world - How can we care for living things and the earth Pupils will learn about the local community and how to care for living things. F3 – What places are special and why? Pupils will learn about how school is a special place and the way that the religious needs are met by people in school eg kitchen staff cooking for religious beliefs. F2 - Which people are special and why? Children will learn about people who are special to them and why those people are special to them.
Being a Religious Education learner in KS1 The pupils develop their knowledge and understanding of religions and world views. They find out about simple examples of religions that are drawn from local, national and global contexts. They should use basic subject specific vocabulary. They should raise questions and begin to express their own ideas in response to the materials they learn about and in response to questions about their ideas. This should be done through engaging and interactive activities using story, music, drama, music, activity and teamwork to deepen engagement from every child.	
By the end of Y2 Christianity and Islam	Cycle A 1.2 myself and caring for others Pupils will learn about their uniqueness as a person in the family and community. They will be taught about examples of caring for others and exploring characteristics such as goodness, kindness, generosity, sharing. They will hear and consider religious stories and teachings eg Jesus and the story of the Lost sheep. (Matthew 18; 10-14) The Islamic story of the prophet the ants and the crying camel.

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1.1 celebrations and festivals

Diwali and Christmas

Pupils will learn about annual or weekly celebrations for Christians and Muslim people including harvest, Christmas and Eid. They will learn about the songs, worship, celebration, stories, artefacts and food.

They will also learn about the festival of Diwali from the Hindu religion

1.4 Theme and Symbols in religions worship and practice.

visit to a sacred place e.g. a church or a synagogue

pupils will learn from studying and visiting Churches and mosques and about the use of a place of worship. They will know about worship at a church and mosque, including the symbols and artefacts, music, holy books and other things that happen there. They will learn about wedding in Islamic and Christian buildings.

1.1 celebrations and festivals

Easter and Ramadan

Pupils will learn about annual or weekly celebrations for Christians and Muslim people including Easter, Laylatul Qadar and Ramadan . They will learn about the songs, worship, celebration, stories, artefacts and food. They will learn about the important days in these festivals.

1.4 Theme and Symbols in religions worship and practice.

visit to a sacred place e.g. a church or a mosque

pupils will learn from studying and recalling their previous visit to churches and mosques and about the use of a place of worship. They will know about worship at a church and mosque, including the symbols and artefacts, music, holy books and other things that happen there. They will learn about wedding in Islamic and Christian buildings.

1.3. beliefs and teaching

Christianity

pupils will learn about the stories of Jesus eg the shepherd coming to the manger, Healing the ten lepers, calming the storm on lake Galilee, Feeding the 5000,. They will hear some stories that Jesus told eg The lost coin, the lost son. They will learn that these stories matter to Christians because of what they believe Jesus was; God came to earth, with the power to help people in many ways.

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Cycle B

2.3 Belonging

Pupils will learn about belonging in a family, to a school and in the community. They will gain knowledge about ways of belonging in Christianity eg Christenings and Believers, baptism, Jesus baptism

1.1 celebrations and festivals

Diwali and Christmas

Pupils will learn about annual or weekly celebrations for Christians and Muslim people including harvest, Christmas and Eid. They will learn about the songs, worship, celebration, stories, artefacts and food.

They will also learn about the festival of Diwali from the Hindu religion. They will look at and build on from their previous knowledge in cycle A

2.4 Story

Pupils will learn Islam and Christian stories about for example, Noah, Abraham and Sarah, Jacob, Joseph. The prophet Muhammad and his companions from Islamic stories.

2.2 Believing

Pupils will learn some peoples ideas about God and the story of creation. They will find out about the importance of Shabbat, a way of belonging, including the link between creation and Shabbat. They will learn about some ways a Rabbi teaches the community about God.

2.1 Leaders

Pupils will learn stories from Christianity and Islam They will consider what makes good leader; their behavior, examples of their wisdom and rules for living harmoniously. A non religious leader makes a good point of comparison.

Being a Religious Education learner in KS2

The pupils will extend their knowledge and understanding of religions and worldviews, recognising their local, national and global context. They should be introduced to an extended range of resources and subject specific knowledge. They should be encouraged to be curious and ask increasingly challenging questions about religion, belief, values and human life. Pupils should learn to express their own ideas thoughtfully and creatively in response to the materials they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views.

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By the end of Y4 Christianity and Hinduism	Cycle A 3.3 Worship and Sacred places. Pupils will learn about Churches and Mandirs and the ways these buildings express key ideas about belief and worship. They will learn about 4 key terms in relation to each building. They will identify similarities and differences between the places of worship. They will learn to connect features of the buildings to religious beliefs, teachings, practices and ways of living. 3.2 Religion, family and community; prayer Pupils will learn about the five daily duties (pancha Maha Yagnas). And praying three times a day. They will learn about the meaning of the Lords' prayer in Christianity. About prayer in places if worship. About the beliefs if God in the different religions. 3.1 Beliefs and questions Pupils will learn about the bible stories that lie behind the celebrations of Christmas, Easter, Pentecost and Harvest. They will learn about contemporary practices in relation to these four festivals. They will learn about key Christian ideas; Incarnation, trinity, crucifixion, resurrection and the Holy spirit. They will learn about the “fruit of the spirit” (Galatians 5;22) 3.4 Inspirational people form the past. Pupils will learn about at least two examples of inspirational people from the Christian Bible such as Abraham, Jacob, Joseph, Moses, David, Ester, Ruth and stories from Hinduism. They will learn about examples and teachings from the Christian Gospels in life. They will learn about stories from the Hindu religion. Cycle B 4.4 Religion, family, community, worship, celebration, ways of living Pupils will gain knowledge about Hindu worship and celebrations including detailed Information about stories of Rama and Sita, celebrations of Diwali and at least one other Hindu festival in both India and the UK. They will explore Hindu ideas about gods and goddesses, worship in the home and Mandir, beliefs and values expressed in stories, festivals and worship and learning from Hindu life. 4.3 Spiritual expression
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	Pupils will learn that religious content will include different example of the Christian community, explored in depth as forms of spiritual worship. Pupils will gain knowledge about examples of music from Christianity including Christmas carols, a famous hymn, hallelujah chorus and Christian songs for children. These can be compared with music from any sources which pupils find spiritually interesting or inspiring. 4.2 Symbols and religious expression Pupils will learn about pilgrimages and religious journeys to Varanasi (Hindu) and Lourdes, Iona or the Holy Island (Christian) . They will learn details about the reasons for ritual and practice on pilgrimages. they will reflect on how the journey of a person who is spiritual but not religious might be like a religious pilgrimage. They will lean about local place of worship (such as Beth Shalom or Southwell Minster) and to reflect upon what kind of pilgrimages these represent. 4.1 The journey of life and death Pupils will learn key ways in which Christians and Hindus see life as a journey. They will gather and use information about the key moments marked by rituals, for welcoming a baby, becoming an adult, celebrating a marriage and funeral rituals. They will learn about a range of ideas about different concepts of an afterlife such as Christian heaven and Hindu reincarnation and Moksh. They will learn about non-religious views for example humanist’s commitment to “the one life we have”.
By the end of Y6 Christianity Sikhism and Judaism	Cycle A 5.4 - Beliefs in action around the world. Pupils will learn about some great examples of religious architecture from across the world and some local examples , including for instance Southwell mister, local churches and chapels, gurdwara. They will learn about different charities which apply the “golden rule” (treat others as you would like to be treated. Love thy neighbour as you love yourself) from a range of world views to some global problems. 5.2 religion and the individual; what matters to Christians Pupils will learn religious concept that will deepen the meaning of celebrations of Christmas, Easter, Pentecost and Eucharist.

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They will learn the way that Christians use some examples of Bible texts to guide them in facing life's challenges; the role of the Christian community in helping people to have a good life, and the pupils reflections on Christians use of ideas such as Trinity, forgiveness or inspirations.

5.3 beliefs and questions

pupils will learn about different ideas and forms of expression in relation to belief about god in Jewish and Sikh life. They will reflect on their own responses to Jewish and Sikh texts and expression in creative arts and architecture.

5.1 Inspirational people in today's worlds

pupils will learn about inspirational people such as Dr Martin Luther King, Saint Teresa of Kolkata, William Booth of Sneinton (founder of the salvation army) Dr Harry El Banna (founder of Islamic relief) Desmond Tutu, John Sentamu, the Archbishop of York to 2020 any other local or international examples.

Cycle B

6.3 beliefs in action in the world.

pupils will learn about spiritual concepts of justice, fairness, compassion and responsibility. They will have at least two examples of major faith based global aid and development charities (eg Khalsa Aid, Tzedek, Christian aid, save the children (This is a good charity without a religious identity)

6.2 Religions, worldviews, family and community

pupils will learn about the statistics of world religions in the local area, the county, region, nation and the world. They will learn about at least two examples of inter faith co-operation

6. 4 Beliefs in action in the world.

pupils will learn about pre-war Jewish life and the impact of persecution and discrimination on Jewish people living in Germany in the 1930's.

They will learn about Kindertransport and the importance of providing refuge to people who are persecuted for who they are.

They will learn about the work of the National Holocaust Center and museums a place of remembrance in the UK. (This can be through using resources online, the NHCM outreach programme or by visiting The journey exhibition

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6.1 Teaching. Wisdom and authority

what can we learn reflecting on words of wisdom from religions and world views? What do sacred texts and other sat about God, the world and human life?

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