

Subject Progression Map

On website

Subject Name: **RE**

Vision

Religious Education provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human. It develops pupils' knowledge and understanding of Christianity, other principal religions, other religious traditions and other world views that offer answers to questions such as these. It offers opportunities for personal reflection and spiritual development. It enhances pupils' awareness and understanding of religions and beliefs, teachings, practices and forms of expression, as well as of the influence of religion on individuals, families, communities and cultures. Religious Education encourages pupils to learn from different religions, beliefs, values and traditions while exploring their own beliefs and questions of meaning. It challenges pupils to reflect on, consider, analyse, interpret and evaluate issues of truth, beliefs, faith and ethics and to communicate their responses. Religious Education encourages pupils to develop their sense of identity and belonging. It enables them to flourish individually within their communities and as citizens in a pluralistic society and global community. Religious Education has an important role in preparing pupils for adult life, employment and lifelong learning. It enables pupils to develop respect for and sensitivity to others, in particular those whose faiths and beliefs are different from their own. It promotes discernment and enables pupils to challenge prejudice.

Our learning aims:

In **Key Stage 1** children will learn:
Taken from National Curriculum

In **Key Stage 2** children will learn:
Taken from National Curriculum

[Link to Progression documents](#)

Year Group	Term	Unit	Overarching question/Key objective	Knowledge and Understanding/ Skills	Outcome
1	<u>Autumn 1</u>	Belonging: Part of a community / religion	Why is it important to belong to something?	To identify different groups to which people in the community can belong (AT1) Develop respect for all by developing a willingness to value difference and diversity for the common good (AT2)	Children to return to the list of key questions they had at the start of the unit in order to try and answer them in the form of peer interviews.
1	<u>Autumn 2</u>	Light: Light festivals in a range of religions	How is light used in different festivals celebrated in the UK and around the world?	To begin to notice how different religions use light as a symbol in celebration (AT1) Develop confidence to talk about what they find interesting or puzzling about the practices in different festivals and (AT2)	Children to create a whole class 'Light' display what they have learned over the unit.
1	<u>Spring 1</u>	Faith: Judaism	How do the religious objects used in Judaism help them to express their faith?	To remember the right names for objects important to Jews (At1) To be able to talk with confidence about what they find important and, also, what other people find important (At2)	Children will create a simple information booklet about Judaism including simple features of the text – labels, captions, pictures etc
1	<u>Spring 2</u>	Values: in the Story of Easter	What is Easter and what does it mean for Christians?	I can recall events from the Easter story (AT1) I can give reasons for feelings of happiness or sadness in response to the story (AT2) I can talk about what I think and what Christians think about the story (AT2)	Children to work in pairs to reflect on aspects of the Easter story deciding on whether they are 'happy' or 'sad' giving reasons why.
1	<u>Summer 1</u>	Awe and Wonder: creation stories in different religions	What are the creation stories in religion that express a sense of awe and wonder in nature?	To remember a Christian/ Muslim/ Jewish/ Hindu story and talk about it (AT1) To talk about what I find interesting or puzzling about the stories I have learned (AT2)	Children will retell a creation story (Link to Literacy- talk for writing)

1	Summer 2	Journey: Marriage	How is marriage celebrated in different people's lives and how does this create a sense of belonging and journey through life?	To know about how marriage is celebrated in people's lives (AT1) To discuss how people develop a sense of belonging through the practice of marriage (AT2)	Explain at least one key event from each of the different weddings that we have learned about and note the significance of them. (In the form of drawing/writing/mind map)
2	Autumn 1	Belonging: Special Days	Does celebrating special days help you feel a sense of community/ belonging?	To explore the context—for individuals, families and communities—of days and festive seasons set aside as 'special' or 'sacred.' (AT1) To show curiosity asking questions about other people's experience and to listen with respect. To share their own experiences with confidence. (AT2)	Children to write an invite to a special day including all the special people, food and artefacts that might be used in the day.
2	Autumn 2	Light: the symbolic meaning behind lighting candles in the celebrations of Hannukah and Christmas	How is light important in the festivals of Hannukah and Christmas?	To begin to notice how different religions use light as a symbol in celebration (AT1) Develop respect for all by talking about what's important to themselves and others with respect for their feelings (AT2)	As a whole class children return to the list of key questions they had at the start of the unit in order to try and answer them reflecting on how light is important in the festivals they have studied.
2	Spring 1	Faith: Christianity	How is Christian faith expressed through parable stories in the Bible?	To retell a Christian Story and recall some things that Christian people believe (At1) TO talk about some things in the stories that have made themselves or others ask questions (At2)	Children will reflect on what seems most important to them from the stories they have encountered giving reasons in relation to their own lives.
2	Spring 2	Values: in Hindu stories about Krishna	Why is Krishna important to Hindu's and what do we learn about forgiveness?	I can retell the story of Krishna at Holi (AT1) I can reflect on what the story tells Hindu's about forgiveness and my own feelings about this (AT2)	Children will individually answer questions about the story of Holi and Krishna to reflect their thoughts and feelings about how Krishna feels.

2	Summer 1	Awe and wonder: caring for nature	What effect have different beliefs about the natural world had on how we care for the environment?	To tell the ways communities and charities (religious and non-religious) work to protect the environment (AT1) To talk about what is important to me and others about the environment (AT2)	Create a charity box including each member of the classes' idea for a logo for an environmental/ animal charity they would support and a reason why.
2	Summer 2	Journey: birth	Why are birth rituals important to different people?	To develop an understanding of a rite of passage and explore various ways of marking these important transitions (AT1) To talk about what is important to themselves and ask questions about other's experiences with respect (AT2)	Role-play a birth ritual and be able to hot seat (ask questions) linked to a person's experience in the event.
3	Autumn 1	Belonging: symbols	How do symbols and symbolic gestures help people gain a sense of belonging?	To know some of the symbols and symbolic gestures associated with different religions (AT1) To reflect on and make links between how symbols express identity in their own lives and in lives of religious people (AT2)	To create a poster describing one symbol/ symbolic gesture that is found in religion with factual information that describes it's use and impact.
3	Autumn 2	Light: The story of Rama and Sita and Christmas	How is light used as a symbol of good over evil in stories from different religions?	To learn light is symbolic of good over evil in two religious stories (AT1) To begin to reflect on light and dark as symbols of good and evil and the feelings related to this in stories and their own life (AT2)	Children will compare images from the two stories highlighting similarities and differences reflecting on the use of light as a symbol.
3	Spring 1	Faith: Judaism	How is faith expressed in Judaism?	To know the important features of Judasim (At1) To reflect on how faith affects peoples sense of who they are and where they belong, thinking about what I believe is important to myself (At2)	To write an explanation text (literacy link)
3	Spring 2	Values : codes of conducts in humanism and Christianity	How do religious beliefs affect moral choices?	To know aspects of the religious stories in Buddhism and Christianity that reflect moral choice (AT1) To make links between stories reflecting on the moral choices affect the way people live their lives (At2)	To create a code of conduct-imagining you were on a desert island.

3	Summer 1	Awe and wonder: through reverence for religious books	How do different communities express a sense of awe and wonder in God through their treatment of religious books?	To use religious words to describe books important in different religious communities and how they reflect their faith (AT1) To reflect on how religious book's influence people of different faiths and the things that influence themselves (AT2)	Children to work in pairs to create a presentation of how one of the religious books reflects the deep reverence of believers.
3	Summer 2	Journey: pilgrimage	How and why is a pilgrimage important to different people?	To understand the importance of pilgrimage in a variety of religions (AT1) Relate it to their own experiences of special places (AT2).	Select a pilgrimage to act out. They plan and prepare their roles and practise and perform their versions to the class
4	Autumn 1	Belonging: caring for our world	Do people gain unity when they share and value the world?	To know how knowledge and care for the environment is reflected in religious practice (AT1) To reflect on important moral decisions that I, myself make, and those that people with religious faith make (AT2)	Create a poster that details what plants can do as a symbol for a shared sense of caring for the world.
4	Autumn 2	Light: Christmas around the world	Is Christmas celebrated in the same way all over the world?	To use the correct religious words to describe different practices in the Christmas celebrations of the world (AT1) To reflect on how Christian communities around the world develop a sense of purpose and belonging through celebrating Christmas (AT2)	Children will collaborate using ipads to create a whole class presentation that reflects on similarities and differences between celebrations.
4	Spring 1	Faith: Islam	How is faith expressed in Islam?	To use religious vocabulary to talk about aspects of the Muslim faith (AT1) To reflect on how believers express their faith thinking about how it influences their lives (AT2)	Create a leaflet explaining the aspects of the Islamic Faith.
4	Spring 2	Values: in ritual and practice across religions	How do different religious practices and rituals reflect a believer's attitude to forgiveness and how	To describe things that are the same and different for religious believers. (AT1) To reflect on moral decisions and their outcomes, including those made with reference to religious belief (AT2)	Create a class ritual to reflect some of the thoughts, feelings and beliefs learned in the unit.

			does it influence their actions?		
4	<u>Summer 1</u>	Awe and wonder: Religious Leaders	How do religious leaders inspire believers through their life and teaching?	To describe things that are the same and different for religious people (AT1) To ask questions and reflect on what I believe about life and compare this with other people (AT2)	Create a Wanted Poster for an inspirational leader detailing their qualities and values as an inspirational figure.
4	<u>Summer 2</u>	Journey: Rites of passage from childhood to adulthood	Do rites of passage make us better people?	To develop an understanding of a rite of passage (AT1) To explore how various ways of marking these important transitions affect people's sense of belonging and values (AT2).	Children to carry out conscience alley (filmed) detailing the pro's and con's for the transition.
5	<u>Autumn 1</u>	Belonging: Places of worship	Does a believer's place of worship develop a sense of belonging to their religion?	To find out about the features of different places of worship and the impact these have on believers (AT1) To reflect on and make links between their own experiences of special places and places of worship (AT2)	Children will create a poster about a place of worship giving their reasons for choices of features with reference to what they have learned.
5	<u>Autumn 2</u>	Light: in religious art	Can light in religious art capture religious significance and a believer's search for truth?	To use religious language to describe similarities and differences between religious art from a range of sources (AT1) To reflect on whether religious art can have an impact on a believer's search for truth (AT2)	Children to draw a representation of where light is used in Diwali/Advent or Christingle and label it with the name of the celebration and the religion
5	<u>Spring 1</u>	Faith: Christianity	What do Christians believe about God?	To learn about important rituals and practices for Christians (AT1) To reflect on religious beliefs and values with suggesting ideas that I might believe myself and those of religious groups (AT2)	Create a leaflet explaining the aspects of the Christian Faith.
5	<u>Spring 2</u>	Values: Easter Story	What do Christians learn about	To learn about the Easter story and what this means for Christians (AT1)	Reflect on the Easter story through poem creating a whole class poem suggesting

			forgiveness from the Easter Story?	To reflect on religious beliefs and values with suggesting ideas that I might believe myself and those of religious groups (AT2)	ideas about making sacrifices for others.
5	Summer 1	Awe and wonder: religion and the environment	What does religion teach us about caring for the environment?	To use religious vocabulary to talk about creation (AT1) To reflect on how religion influences moral decisions about the environment (At2)	Children will make a poster describing how to care for our world.
5	Summer 2	Journey: Life and death	What are some of the rituals of different communities surrounding death and their own beliefs?	To begin to explore various human beliefs surrounding death (AT1) To understand that communities have rules and rituals linked to death but that these do not tell how a person should feel at someone's death (AT2)	Children will reflect on what different traditions say about life and death. They will create a 'life's bucket list' detailing what is important to them.
6	Autumn 1	Belonging: inspirational leaders	How do inspirational leaders affect a community?	To make links between beliefs of religious groups and how they are connected to people's lives (AT1) To reflect on the influence of religious leaders in terms of the purpose of life and moral decisions that are made (AT2)	Write an inspirational speech detailing the things they feel inspired to change about the world based on moral and spiritual ideas.
6	Autumn 2	Light: Christmas	How do the gospel accounts differ?	To learn how light used symbolically in Christianity(AT1) To ask and answer questions about how stories are told in religion (AT2)	
6	Spring 1	Faith:			
6	Spring 2	Values:			
6	Summer 1	Awe and wonder: awe in god and suffering in the world	Can awe and wonder in God give a person understand why there is suffering in the world?	To explain, using religious vocabulary, the effect of different spiritual, religious and moral expression for believers (AT1)	

				To consider the challenges of belonging to a religion today, regarding my own and other people's views on human nature and society (AT2)	
6	<u>Summer 2</u>	Journey: Spiritual Journey	What is a spiritual journey and what does it mean to different people?	<p>To develop an understanding of 'Spiritual Journey' and how prayer and worship can cultivate an inner-life (spirituality). (AT1)</p> <p>To consider the challenges of some of the practices learned and discuss this in relation to their own and other's views on human nature and society. (AT2)</p>	Work within a group to present the spiritual journey of a person from a religion they have learned. To reflect on the impact of this for the believer.