



# RE Progression Map



Believing			1.1 Who is a Christian and what do they believe?  1.2 Who is a Muslim and what do they believe?	1.3 Who is Jewish and what do they believe?  1.4 What can we learn from sacred books?	L2.1 What do different people believe about God?  L2.2 Why is the Bible important for Christians today?	L2.4 Why is Jesus inspiring to some people?	U2.1 Why do some people believe God exists?  U2.2 What would Jesus do? Can people live by the values of Jesus in the twenty-first century?	U2.3 What do religions say to us when life gets hard?
		2YO/Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5
			<p>Pupils learn about who is a Christian and what do they believe.</p> <p>Pupils learn about what Christian's believe about God and Jesus.</p> <p>Pupils learn about what the Bible teaches us about God.</p> <p>Pupils learn about why Jesus is</p>	<p>Pupils learn about what 'precious' means and what is precious to us and Jewish people.</p> <p>Pupils learn about what a Mezuzah reminds Jewish people about.</p> <p>Pupils learn about how and why Jewish people celebrate Shabbat.</p>	<p>Pupils explore their own personal thoughts about believing in God.</p> <p>Pupils learn about the Christian beliefs about God.</p> <p>Pupils listen to stories and explain what they tell us about God in Christianity.</p> <p>Pupils learn about the Muslim beliefs</p>	<p>Pupils learn about what the word inspiring means.</p> <p>Pupils learn about Jesus' life story and how it is inspiring to some people.</p> <p>Pupils learn about how and why Jesus' actions and teachings inspired people.</p> <p>Pupils learn about why Christians call the day Jesus</p>	<p>Pupils learn about how many people in different religions believe in God.</p> <p>Pupils learn about what Christians believe about whether God is real.</p> <p>Pupils learn about how we know what is true regarding believing in God.</p> <p>Pupils learn about the Christian belief</p>	<p>Pupils consider questions such as what happens when we die.</p> <p>Pupils explore beliefs about the soul.</p> <p>Pupils learn that different religions teach different forms of life after death.</p> <p>Pupils learn about religious beliefs in judgement.</p> <p>Pupils learn about what</p>



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			<p>important to Christians.</p> <p>Pupils learn about what miracles of Jesus teach us about what is important to Christians.</p> <p>Pupils learn about why Christians pray.</p> <p>Pupils explore what they think about God.</p> <p>Pupils learn who the Prophet Muhammed is and why he is important to Muslims.</p> <p>Pupils learn that the stories of the Prophet are important in Islam.</p>	<p>Pupils learn about what the story of Channukah means to Jewish people and discuss what it means to us.</p> <p>Pupils learn about what a holy book is and how different holy books are used and treated.</p> <p>Pupils talk about a story that is used in religion (The Lost Sheep).</p> <p>Pupils learn about the story that is special for Jewish people in the Torah (The story of Moses).</p>	<p>about Allah and the Holy Qur'an.</p> <p>Pupils learn about the Hindu beliefs about God and Goddesses.</p> <p>Pupils learn that many people do not believe in God.</p> <p>Pupils learn about how Christians find and use ancient wisdom from the Bible.</p> <p>Pupils learn about how the Bible is put together.</p> <p>Pupils learn about what the Bible teaches Christians about God,</p>	<p>died Good Friday and the following Sunday his Resurrection Day.</p> <p>Pupils learn about if Jesus is still important today.</p> <p>Pupils create an image of Jesus for the 21<sup>st</sup> Century.</p> <p>Pupils talk about someone that has inspired them.</p>	<p>of how the world began.</p> <p>Pupils learn about why some people may or may not believe in God.</p> <p>Pupils learn about what happened to Jesus from the ten things he said.</p> <p>Pupils learn about what Jesus taught and what difference did it make.</p> <p>Pupils learn about some of Jesus' stories to understand why he saw forgiveness as important.</p> <p>Pupils learn about and reflect on Jesus' teachings of</p>	<p>people who don't believe in God think happens when we die.</p>
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# RE Progression Map



			<p>Pupils learn about what makes a place or object special to ourselves and Muslims.</p> <p>Pupils learn about what a Mosque is and what happens there.</p> <p>Pupils learn about what happens at the celebration of Eid-UI-Fitr.</p> <p>Pupils find out about Mosques in their local area.</p> <p>Pupils learn about the importance of the Qur'an to Muslims with a focus on the words inside it.</p>	<p>Pupils learn about which stories Muslims tell about the Prophet Muhammed (The Black Stone).</p> <p>Pupils learn about the story of Jonah and know what is special about Jonah.</p>	<p>Life, the universe and everything.</p> <p>Pupils learn about how Christians use Bible stories to inspire dance, music, art or drama.</p> <p>Pupils learn about the ideas of temptation and understand that the Bible helps people when they are tempted to do wrong.</p>	<p>justice and fairness.</p> <p>Pupils learn about and reflect on Jesus' teachings surrounding greed and generosity.</p> <p>Pupils reflect on what has been learned about Jesus' values and how they are followed in the modern world.</p>	
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# RE Progression Map



			<p>Pupils learn about some of the ways Muslims mark Ramadan and celebrate Eid-ul-Fitr.</p> <p>Pupils reflect on their learning about Islam.</p>					
Vocabulary			<p><b>Tier 2</b> create individual opinion pray sequence</p> <p><b>Tier 3</b> believe Christian God Jesus miracle worship</p> <p><b>Tier 2</b> believe create forgiving ideas individual opinion power</p>	<p><b>Tier 2</b> celebration community</p> <p><b>Tier 3</b> Chanukah Holy Jewish Mezuzah Pesach sacred Shabbat Sukkoth Torah</p> <p><b>Tier 2</b> difference precious similarity story teach translated</p>	<p><b>Tier 2</b> life pray/prayer reflection symbols</p> <p><b>Tier 3</b> Atheist faith Mandir Mantra Mosque religion Spiritual Temple</p> <p><b>Tier 2</b> ancient believing celebration festival inspire universe</p>	<p><b>Tier 2</b> inspiring teachings values</p> <p><b>Tier 3</b> Good Friday Good Samaritan Holy Week Holy Spirit incarnation Jesus parable resurrection salvation sin worship</p>	<p><b>Tier 2</b> modern opinion percent world</p> <p><b>Tier 3</b> agnostic atheist theist</p> <p><b>Tier 2</b> fairness generosity justice love</p> <p><b>Tier 3</b> followers forgiveness impact parables teachings</p>	<p><b>Tier 2</b> belief bereaved died purpose questions right suffering theories</p> <p><b>Tier 3</b> afterlife heaven hymns judgement liturgies reincarnation samsara soul</p>



# RE Progression Map



			<p>pray symbol worship</p> <p><b>Tier 3</b> Eid-ul-Fitr God Islam Mosque Muhammed Muslim Prophet Qur'an Ramadan</p>	<p><b>Tier 3</b> Christian Holy Jewish Muslim parable sacred Torah</p>	<p>wrong</p> <p><b>Tier 3</b> Bible inspiration testament</p>		values	
<h2>Living</h2>				<p><b>1.7 What does it mean to belong to a faith community?</b></p> <p><b>1.8 How should we care for others and the world, and why does it matter?</b></p>		<p><b>L2.8 What does it mean to be a Hindu in Britain today?</b></p> <p><b>L2.7 What does it mean to be a Christian in Britain today?</b></p> <p><b>L2.9 What can we learn from religions about deciding what is right and wrong?</b></p>	<p><b>U2.6 What does it mean to be a Muslim in Britain today?</b></p>	<p><b>U 2.8 What difference does it make to believe in Ahimsa (harmlessness), Grace (the generosity of God), and Ummah (community)?</b></p> <p><b>U2.7 What matters most to Christians and to Humanists?</b></p>
	<b>2YO/Nursery</b>	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
				Pupils understand how we all belong to something.		Pupils learn how Hindus show their faith within families.	Pupils learn about what helps Muslims through their journey of life.	Pupils learn about what we can learn from the game 'Every



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				<p>Pupils learn about the Christian signs of belonging.</p> <p>Pupils learn about how calligraphy shows what is important to Muslims.</p> <p>Pupils learn about how Jewish people share challah bread as a sign of being together.</p> <p>Pupils compare how Christians and Muslims welcome a new baby.</p> <p>Pupils talk about whether we</p>		<p>Pupils learn about what is important in a Hindu's life and what traditions are followed in the week.</p> <p>Pupils learn about Hindu's ideas of the four aims of life: Dharma, Artha, Koma and Moksha.</p> <p>Pupils learn about Hindu beliefs about Karma with reference to the Hindu hero Mahatma Ghandi.</p> <p>Pupils learn about how the different representation images of the different characters and attributes of the deities differ.</p>	<p>Pupils learn about the key belief of Muslims and how it affects their life.</p> <p>Pupils explore the significance of prayer to Muslims.</p> <p>Pupils identify the value of charity through the pillar of Zakah.</p> <p>Pupils understand why Muslims fast.</p> <p>Pupils understand why Muslims want to go on pilgrimage.</p> <p>Pupils learn about where Muslims go for advice and guidance.</p> <p>Pupils make connections</p>	<p>one's committed'.</p> <p>Pupils learn about who the prophet was and why his life matters so much to Muslims.</p> <p>Pupils learn about what harmless means in the Hindu religion.</p> <p>Pupils learn that for Christians, the idea of grace from God means God loves unconditionally and is willing to forgive all.</p> <p>Pupils recognise the similarities and differences between the Muslim, Christian and Hindu religions.</p>
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# RE Progression Map



				<p>should care for everyone.</p> <p>Pupils learn about what Christians believe about caring for people.</p> <p>Pupils understand what some religions say about caring for other people.</p> <p>Pupils explore how the 'Golden Rule' encourages others to care.</p> <p>Pupils compare how Christians and Jewish people use stories to talk about the beginning of the world.</p>		<p>Pupils learn how Hindus make a difference to the world.</p> <p>Pupils understand how Christians show their beliefs at home.</p> <p>Pupils understand how Christians show their beliefs in the church.</p> <p>Pupils describe ways in which Christians express their faith through hymns and modern worship songs.</p> <p>Pupils understand how and why Christians celebrate holy communion.</p>	<p>between the key functions of the Mosque and the beliefs of Muslims.</p> <p>Pupils identify and reflect on the role of the five pillars for Muslims and whether they abide by any.</p>	<p>Pupils discuss their thoughts and opinions on whether rules matter and why.</p> <p>Pupils understand who is a Humanist and what codes for living non-religious people use.</p> <p>Pupils explore what we can learn from discussion and drama about good and bad and right and wrong.</p> <p>Pupils understand what codes for living Christians try and follow.</p> <p>Pupils express their own ideas of values.</p> <p>Pupils deepen their understanding of</p>
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# RE Progression Map



						<p>Pupils discuss how Christians make a difference in their local communities.</p> <p>Pupils discuss the importance of rules and the meaning of the Golden Rule.</p> <p>Pupils recall and talk about the Ten Commandments within the Torah.</p> <p>Pupils describe ways in which Christianity suggests how to live a good life.</p> <p>Pupils identify some values that matter to Humanists.</p> <p>Pupils explore what religious stories tell</p>	<p>the impact of values on life.</p> <p>Pupils create a code for living that would help the world.</p>
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# RE Progression Map



						<p>believers about temptation.</p> <p>Pupils research two teachings from Christianity about how to live a good life.</p>		
Vocabulary				<p><b>Tier 2:</b> belong commitment community express marriage promises prove rules symbols together</p> <p><b>Tier 3:</b> baptism church creation hymns Mosque pray prayers Temple Worship</p> <p><b>Tier 2:</b> community expectation rules together</p> <p><b>Tier 3:</b> Creation</p>		<p><b>Tier 2:</b> Britain hero rule source teaching tradition</p> <p><b>Tier 3:</b> Artha commandment deities Dharma faith Hindu karma Mahatma Ghandi murti Sanatana Dharma</p> <p><b>Tier 2:</b> Britain celebration rule source teaching tradition values</p>	<p><b>Tier 2:</b> analyse belief charity conflict identity opinion source</p> <p><b>Tier 3:</b> Al Fatihah fasting Hajj Mosque pilgrimage pillars Prophet Ramadan Salah Sawn Shahada Sunna Zakah</p>	<p><b>Tier 2</b> arrest analyse harmless relations source unconditionally</p> <p><b>Tier 3</b> Ahimsa committed Grace liberation Makkah Ummah Zakat</p> <p><b>Tier 2</b> expectations moral rules value</p> <p><b>Tier 3</b> cross Humanist Sinful</p>



# RE Progression Map



				Empathise Golden Rule		<p><b>Tier 3:</b> Church faith Golden Rule Holy</p> <p><b>Tier 2:</b> evaluate followers guidance perspective rule teaching</p> <p><b>Tier 3:</b> commandment faith Golden Rule temptation</p>		
<b>Expressing</b>			<p>1.6 How and why do we celebrate special and sacred times?</p> <p>1.5 What makes some places sacred?</p>		<p>L2.5 Why are festivals important to religious communities?</p> <p>L2.4 Why do people pray?</p>	<p>L2.6 Why do some people think life is a journey?</p>	<p>U2.4 If God is everywhere, why go to a place of worship?</p>	<p>U2.5 Is it better to express your religion in arts and architecture or in charity and generosity?</p>
	2YO/Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			Pupils talk about and share experiences of important		Pupils look for similarities and differences between religious and	Pupils explore reasons of why we use the idea of life as a journey.	Pupils learn about what a place of worship is and what it is used for.	Pupils discuss what makes a place special and the value of a sacred place.



# RE Progression Map



			<p>events that we celebrate.</p> <p>Pupils learn about what happened at Easter and how it makes people feel.</p> <p>Pupils learn about how Christians celebrate Easter.</p> <p>Pupils learn about how another religion celebrates an important festival (passover).</p> <p>Pupils learn about how another religion celebrates an important festival (Eid-ul-Fitr).</p> <p>Pupils talk about and</p>		<p>non-religious celebrations.</p> <p>Pupils understand what Christians celebrate at Easter.</p> <p>Pupils explain the meaning of the last supper.</p> <p>Pupils describe the events of the crucifixion.</p> <p>Pupils explore why Good Friday and Easter Sunday are important dates in a Christian diary.</p> <p>Pupils explore why Diwali is significant to Hindus.</p> <p>Pupils understand what Muslims celebrate at the end of Ramadan.</p>	<p>Pupils recall and name Baptism as a religious milestone to Christians.</p> <p>Pupils understand the ceremony of the Bar/Bat Mitzvah and its importance to Jewish people.</p> <p>Pupils explore ceremonies Hindus mark in their journey of life.</p> <p>Pupils understand why people choose to get married and how this differs between religions.</p> <p>Pupils compare the journeys of Christians, Jewish people and Hindus.</p>	<p>Pupils explore a Christian place of worship and know what it is used for.</p> <p>Pupils explore a Hindu place of worship and know what it is used for.</p> <p>Pupils explore a Jewish place of worship and know what it is used for.</p> <p>Pupils share and present ideas to answer 'Are people more important than the place of worship?'</p> <p>Pupils understand what a place of worship means to its believers.</p>	<p>Pupils understand how mosques express Islamic beliefs and values.</p> <p>Pupils study Islamic rule art and explore similarities and differences between different artists.</p> <p>Pupils describe and make connections between examples of Christian art.</p> <p>Pupils compare art and architecture to make a building for the 'Glory of God'.</p> <p>Pupils consider how Muslim charities try to lessen or stop poverty and injustice.</p>
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# RE Progression Map



			<p>share experiences of places where they feel safe.</p> <p>Pupils learn about which place of worship is sacred to Christians.</p> <p>Pupils learn about which place of worship is sacred for Jewish people.</p> <p>Pupils learn about which place of worship is sacred for Muslims.</p> <p>Pupils recognise the importance of places of worship within our community.</p>		<p>Pupils understand why Jewish people celebrate Pesach every year.</p> <p>Pupils identify differences between religious festivals and why it is important to celebrate.</p> <p>Pupils understand what prayers are and how they are helpful to some people.</p> <p>Pupils understand what happens in Islamic prayer, what it shows about Muslim beliefs and way of life.</p>		<p>Pupils find out about Christian teachings, charities and ways of expressing generosity.</p> <p>Pupils debate about whether Muslims and Christians should sell their mosques and churches and give the money to their charities to help hungry people.</p>
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# RE Progression Map



					<p>Pupils understand how and why Christians like to pray.</p> <p>Pupils explore how Hindus pray and worship at home and in the Mandir.</p> <p>Pupils compare the words of a Muslim, Christian and Hindu prayer.</p> <p>Pupils identify the similarities and differences between prayer and reflection.</p> <p>Pupils understand that some people pray and others not at all.</p> <p>Pupils reflect on what they</p>			
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# RE Progression Map



					have learned from Muslims, Hindus and Christians about prayer, symbols and worship.			
Vocabulary			<p><b>Tier 2:</b> believe celebrate difference learn similarity special</p> <p><b>Tier 3:</b> Christian Easter Eid Holy Palm Sunday Passover (Pesach) sacred worship</p> <p><b>Tier 2:</b> actions artefacts differences signs similarities symbols</p> <p><b>Tier 3:</b> Church Mosque sacred Synagogue</p>		<p><b>Tier 2:</b> dedication devotion festival sacrifice sequence</p> <p><b>Tier 3:</b> Crucifixion Diwali Pesach Prayer Ramadan Resurrection</p> <p><b>Tier 2:</b> life pray/prayer reflection symbols</p> <p><b>Tier 3:</b> Atheist faith Mandir mantra Mosque religion spiritual temple</p>	<p><b>Tier 2:</b> community congratulate journey life milestone responsibility</p> <p><b>Tier 3:</b> Baptism Bar/Bat Mitzvah ceremony communion confirmation humanist marriage sacred thread</p>	<p><b>Tier 2:</b> believe commitment destruction explain</p> <p><b>Tier 3:</b> Christian church Hindu Jerusalem Jewish Mosque Orthodox Place of worship Temple worship</p>	<p><b>Tier 2:</b> charity compare contrast critical criticise generosity justice painting poetry value</p> <p><b>Tier 3:</b> architecture calligraphy cathedral sacred</p>



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