

Religious Education Progression Map

INTENT

We believe that it is important for our pupils to learn from and about religion so that they are well prepared for the opportunities, responsibilities and experiences of later life in an increasingly diverse society. In line with the current Lancashire Agreed Syllabus for Religious Education, pupils acquire and develop their knowledge and understanding of religious and non-religious beliefs and world views, cultural practices and ways of life in the local, national and wider global community. Pupils also have the opportunity to learn that there are those who do not hold religious beliefs. Religious Education is taught throughout the school in such a way as to reflect the overall aims and values of the school. It promotes mutual respect and open-mindedness about differences between people, cultures and beliefs and encourage pupils to develop their sense of identity and belonging through self-awareness and reflection.

Lancashire Agreed Syllabus Key Questions

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Early Years Foundation Stage						
Oak	Special Times How and why do we celebrate? What times are special to different people and why?		Special Stories Why are some stories special? What special messages can we learn from stories?		Special Places What is special about our world?	
Key Stage 1						
Year 1	Christianity (God) Why do Christians say that God is a 'Father'? God the Father, prayer.	Christianity (Jesus) Why is Jesus special to Christians? The nativity story, beliefs about Jesus as God incarnate, Christmas.	Islam How might beliefs about creation affect the way people treat the world? God as creator, care for the planet.	Judaism Why might some people put their trust in God? God's promise, Noah, Abraham, trusting in God.	Hindu Dharma What do Hindus believe about God? One God in many forms, God in all things, expressing ideas about God.	Christianity (Church) How might some people show that they 'belong' to God? Baptism, belonging.
Year 2	Christianity (God) Does how we treat the world matter? Creation, care for the planet, Harvest.	Christianity (Jesus) Why do Christians say Jesus is the 'Light of the World'? Jesus as the light of the world, symbolism of light, Advent and Christmas.	Hindu Dharma How might people express their devotion? Devotion, worship in the home and temple.	Islam Why do Muslims believe it is important to obey God? submission and gratitude, prayer.	Christianity (Church) What unites the Christian community? Worship, the church, use of symbols.	Judaism What aspects of life really matter? Moses, Ten Commandments, the Sabbath.

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Key Stage 2						
Year 3	Christianity (God) How (and why) have some people served God? Prophets, service to God, inspirational people.	Islam Why is the Prophet Muhammad (PBUH) an example for Muslims? The Prophet. Muhammed (PBUH), Zakah.	Christianity (Jesus) What does it mean to be a disciple of Jesus? Discipleship, following the example of Jesus, helping others.	Christianity (Church) What do Christians mean by the 'Holy Spirit'? The Holy Spirit gifts of the spirit. Pentecost	Sikhism Why are the Gurus important to Sikhs? Guru Nanak The 10 gurus, Baisakhi.	Hindu Dharma Why is family an important part of Hindu life? Religious duty Hindu scriptures (the Ramayana), Raksha Bandhan.
Year 4	Hindu Dharma What might a Hindu learn through celebrating Diwali? Vishnu. Rama and Sita. Diwali.	Christianity (God) How and why might Christians use the Bible? The Bible, Christian life – guided by wisdom, teachings and authority.	Sikhism How do Sikhs express their beliefs and values? The 5 Ks, Equality, the Gurdwara.	Christianity (Jesus) Is sacrifice an important part of religious life? Jesus in the wilderness, Lent, Sacrifice.	Islam Why do Muslims fast during Ramadan? The Five Pillars of Islam, Ramadan.	Christianity (Church) What does 'love your neighbour' really mean? Parables, love for all.
Year 5	Christianity (God) Why is it sometimes difficult to do the right thing? Sin, Adam and Eve's disobedience, temptation	Islam Why is the Qur'an so important to Muslims? The Qur'an. The Night of Power.	Hindu Dharma What might Hindus learn from stories about Krishna? Krishna, Holi.	Christianity (Jesus) What do we mean by a miracle? Miracles of Jesus, pilgrimage.	Christianity (Church) How do people decide what to believe? The Trinity, use of symbols and metaphors, The Worldwide Church.	Judaism Do people need laws to guide them? The Torah, the synagogue.
Year 6	Christianity (Church) How do Christians mark the 'turning points' on the journey of life? Christian rites of passage, denominational differences.	Hindu Dharma Is there one journey or many? Reincarnation, Karma, the 4 ashramas.	Islam What is Hajj and why is it important to Muslims? The Ummah, Hajj.	Christianity (Jesus) Why do Christians believe Good Friday is 'good'? Holy Week, The Eucharist denominational differences.	Buddhism What do we mean by a 'good life'? The Buddha, The Four Noble Truths, The Eightfold path.	Christianity (God) If life is like a journey, what's the destination? Salvation, Forgiveness

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Lancashire Agreed Syllabus Progression of Skills				
Lancashire Field of Enquiry	Knowing about and understanding religions and world views.		Expressing and communicating ideas related to religions and world views	
	Beliefs and values – the theology that lies at the heart of these traditions.	Living religious traditions— principle religious traditions encountered in the world.	Shared human experience – the nature of being human.	The search for personal meaning – a lifelong quest for understanding.
EYFS	Begin to explore the things that people believe and the things that are important to people.	Explore different celebrations that people have. Develop some understanding of different cultures.	Begin to develop an understanding of different people and their traditions. Relate this to their own experiences.	Relate what they have found out to their own lives and experiences.
Year 1 What do people say about God?	Give an example of a key belief and/or a religious story. Give an example of a core value or commitment.	Use some religious words and phrases to recognise and name features of religious traditions. Talk about the way that religious beliefs might influence the way a person behaves.	Notice and show curiosity about people and how they live their lives.	Ask questions.
Year 2 How do we respond to the things that really matter?	Retell and suggest meanings for religious stories and/or beliefs. Use some religious words and phrases when talking about beliefs and values.	Identify and describe how religion is expressed in different ways. Suggest the symbolic meaning of imagery and actions.	Identify things that influence a person's sense of identity and belonging.	Ask relevant questions. Talk about their own identity and values.
Year 3 Who should we follow?	Show awareness of similarities in religions. Identify beliefs and values contained within a story/teaching. Identify the impact religion has on a believer.	Identify how religion is expressed in different ways. Use religious terms to describe how people might express their beliefs.	Describe how some people, events and sources of wisdom have influenced and inspired others.	In relation to matters of right and wrong, recognise their own and others' values. Discuss own questions and responses related to the question 'who should we follow – and why?'

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Year 4 How should we live our lives?	Describe what a believer might learn from a religious teaching/story. Make links between ideas about morality and sources of authority.	Describe the impact religion has on believers' lives. Explain the deeper meaning and symbolism for specific religious practices.	Consider the range of beliefs, values and lifestyles that exist in society. Discuss how people make decisions about how to live their lives.	Reflect on their own personal sources of wisdom and authority.
Year 5 Where do we find guidance about how to live our lives?	Make links between beliefs and sacred texts, including how and why religious sources are used to teach and guide believers. Explain the impact of beliefs and values – including reasons for diversity.	Explain differing forms of expression and why these might be used. Describe diversity of religious practices and lifestyle within the religious tradition. Interpret the deeper meaning of symbolism – contained in stories, images and actions.	Explain (with appropriate examples) where people might seek wisdom and guidance. Consider the role of rules and guidance in uniting communities.	Discuss and debate the sources of guidance available to them. Consider the value of differing sources of guidance.
Year 6 Is life like a journey?	Analyse beliefs, teachings and values and how they are linked. Explain how the beliefs and values of a religious traditions might guide a believer through the journey of life. Explain the impact of beliefs, values and practices – including differences between and within religious traditions.	Use developing religious vocabulary to describe and show understanding of religious traditions, including practices, rituals and experiences. Explain differing ideas about religious expression.	Consider what makes us human – in terms of our beliefs and values, relationships with others and sense of identity and belonging. Discuss how people change during the journey of life.	Raise, discuss and debate questions about identity, belonging, meaning, purpose, truth, values and commitments. Develop own views and ideas in response to learning. Demonstrate increasing self-awareness in their own personal development.

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Sequence of Knowledge and Skills				
Christianity (God)				
	Beliefs and values	Living religious traditions	Shared human experience	The search for personal meaning
Year 1	Know that Christians refer to God as 'Father'. Talk about why Christians might compare God to a loving parent.	Talk about how and why Christians might want to talk to God (prayer). Suggest symbolic meanings of rituals and items used in Christian prayer.	Talk about the importance of love in families. Talk about the ways in which they are cared for and supported by family members.	Reflect on their own role within the family. Discuss who they can talk to when they are happy/sad/worried.
Year 2	Retell (simply) the Genesis 1 story of creation. Suggest why Christians might think it is important to look after the world.	Suggest ways that Christians might express their concern for the natural world. Describe how and why Christians might thank God for creation at Harvest festival	Identify ways in which humans use (and abuse) the natural world. Talk about why our planet should matter to all humans – and how this should influence our behaviour.	Reflect on their own use of the world's resources. Ask questions about what they can do to show that they care about the world.
Year 3	Know that the Abrahamic faiths believe in prophets (and that many of these are shared across the three religions). Identify Christian beliefs and values contained within stories of the prophets (e.g. Noah, Abraham, Moses, Jonah). Suggest why these prophets chose to listen to and follow God.	Identify Christians who might be described as people who listened to and followed God. Describe how and why some Christians might devote their lives to serving God. Talk about what is meant by a sense of vocation.	Identify inspirational people/role models for the world today. Describe the qualities that inspirational people might have.	Discuss who makes a good role model and why. Raise and discuss questions about following others – including both positive and negative responses.

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Year 4	<p>Explore different Christian beliefs about the Bible as the word of God. Explain why the Bible can be described as a library and give examples of the different types of writings found in the Bible.</p> <p>Describe why some Christians might view the Bible as an important source of authority and moral guidance.</p>	<p>Explain why Christians might have different views about how to interpret and apply the Bible.</p> <p>Explain why Christians might also look to other sources of authority when making decisions about how to live (e.g. Church leaders, prayer, conscience).</p>	<p>Discuss why people might have different views about what is right and wrong – and where these views might come from.</p> <p>Describe the different sources of authority that humans might look to when making decisions about how to live their lives.</p>	<p>Reflect on their own understanding of morality and where it comes from.</p> <p>Raise questions and discuss responses to different ideas about how to live well.</p>
Year 5	<p>Describe Christian beliefs about sin and forgiveness.</p> <p>Describe and explain the teaching from Genesis 3 – of how Adam and Eve disobeyed God.</p> <p>Suggest different ways that this story might be understood by Christians.</p>	<p>Describe and explain how and why Christians might use the Lord's Prayer. Analyse and interpret the Lord's Prayer – and what guidance it provides for Christians.</p> <p>Suggest things that might lead Christians into temptation in the modern world – and how and why they might try to resist these temptations.</p>	<p>Consider the different ways that myth and stories are and used.</p> <p>Explain how a 'truth' might be contained within a story.</p>	<p>Consider how they decide what is 'true' – and how there might be different types of truth (e.g. Empirical truth, historical truth, spiritual truth).</p> <p>Discuss and debate things that they consider to be true that others might disagree with.</p>
Year 6	<p>Christianity (God)</p> <p>Explain how rituals (sacraments/rites of passage) might reflect Christian beliefs about their relationship with God.</p> <p>Explain how these rituals might differ between different denominations (e.g. Infant baptism and believer's baptism).</p>	<p>Analyse the importance of Christian rites of passage as an expression of faith and commitment.</p> <p>Use religious vocabulary to explain the symbolism of words and actions used within rituals and ceremonies.</p>	<p>Discuss how people change during the course of their lifetime – and the key events that humans might mark on the journey of life.</p> <p>Consider the value of celebrating landmarks in life – for individuals and communities.</p>	<p>Ask and respond thoughtfully to questions about how they have changed during their life so far – and how they might continue to change.</p> <p>Discuss where they might find wisdom and guidance to help prepare them for the changes and responsibilities of different stages of life.</p>

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Sequence of Knowledge and Skills				
Christianity (Jesus)				
	Beliefs and values	Living religious traditions	Shared human experience	The search for personal meaning
Year 1	Know a simple version of the nativity story. Talk about why Christians would say that Jesus is a special baby. Talk about how different characters in the nativity welcome the baby Jesus.	Identify religious aspects of Christmas celebrations. Talk about why Christmas is a special time for Christians.	Consider how and why babies might be special – and why they need love and care. Talk about the importance of looking after those who cannot help themselves.	Talk about their own beginnings and how they were welcomed into the family. Reflect on who has helped them in life so far.
Year 2	Suggest what Christians might mean when they refer to Jesus as 'the Light of the world'. Talk about the different titles that might be given to Jesus – Christ/Messiah/Saviour/Son of God.	Identify ways in which Christians might use light as part of their Christmas celebrations (advent candles, candle-light car services, Christingle) – and the symbolic meaning. Talk about the different ways that Christians might celebrate Christmas.	Identify different ways that humans use light. Discuss the importance of light – as a source of comfort, security and hope. Talk about how and why light might be an important symbol.	Ask questions about the value of sources of light in their own lives. Talk about the people who provide comfort, security and hope for them. Suggest ways in which they might be a light for others.
Year 3	Know what is meant by discipleship. Know about the people who became disciples of Jesus – and suggest why these people decided to follow Jesus. Identify beliefs and values within religious teachings (e.g. 'Follow me and I will make you fishers of men' – Matt 4:19).	Describe how and why Christians might try to follow the example of Jesus through mission and charity work. Describe the work of one Christian organisation that aims to help people, and how this work is an expression of their Christian beliefs.	Talk about what it means to have charisma. Describe what makes a good leader and why people might want to follow him/her. Discuss what motivates people to want to make a difference.	Reflect on their own leadership abilities. Discuss their own desires to make a difference in the world/in their communities.

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Year 4	<p>Retell the story of Jesus in the wilderness.</p> <p>Identify Christian beliefs about Jesus reflected in this story.</p> <p>Suggest why sacrifice might be an important Christian value (linked to beliefs and teachings about Jesus).</p>	<p>Describe what a Christian might do during Lent and why.</p> <p>Explain what is meant by sacrificial love – agape – and give examples of how Christians might do this.</p> <p>Discuss Christians who have been examples of sacrificial love (e.g. Martin Luther King, Oscar Romero) and how they were motivated by their faith.</p>	<p>Consider differing attitudes and responses to the concept of sacrifice (both positive and negative).</p> <p>Discuss why many people are willing to make sacrifices for the people they love.</p> <p>Discuss why some people may be willing to make a sacrifice for someone they don't even know.</p>	<p>Give examples of acts of sacrifice that have been done by or for them.</p> <p>Discuss who or what they would be prepared to make sacrifices for.</p> <p>Consider the value of sacrifice – as an expression of love and commitment.</p>
Year 5	<p>Describe Christian beliefs about miracles as 'signs' of the divinity of Jesus.</p> <p>Retell a selection of miracle stories – and explain what these might reveal to Christians about the nature of Jesus.</p>	<p>Describe why some Christians might go on pilgrimage to places associated with miraculous events.</p> <p>Explain the impact that belief in miracles and the power of prayer might have on a Christian.</p>	<p>Explain the difference between fact, opinion and belief.</p> <p>Consider differing interpretations of the word miracle – i.e. An amazing event, a very lucky experience, a strange coincidence, an act of God.</p>	<p>Discuss their own beliefs – is there anything that they accept as truth which others may not agree with?</p> <p>Reflect on how they make decisions about what is/is not true.</p>
Year 6	<p>Christianity (Jesus)</p> <p>Retell the events leading up to and including the death of Jesus.</p> <p>Explain how beliefs about the suffering, death and resurrection of Jesus might guide and comfort a Christian during difficult times in their own life.</p>	<p>Explain how and why Christian individuals and communities might celebrate the events of Holy Week.</p> <p>Use religious vocabulary to describe and explain the Eucharist.</p> <p>Explain different Christian beliefs about the Eucharist and its importance.</p>	<p>Consider how people might mature and become stronger through overcoming difficulties.</p> <p>Consider the value of being part of a community on the 'journey of life'.</p>	<p>Raise questions and discuss the extent to which they agree that 'suffering makes you stronger'.</p> <p>Discuss own experiences and attitudes towards the importance of having companionship on the journey of life.</p>

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Christianity (Church)				
	Beliefs and values	Living religious traditions	Shared human experience	The search for personal meaning
Year 1	Know that some Christians welcome babies into the God's family (the Church) with baptism ceremonies. Talk about what it might mean to belong to the Church family.	Identify features of baptism – e.g. The font, candles, godparents. Talk about why parents might want to have their child baptised.	Talk about what it means to belong to a family. Talk about the role of families in raising children.	Talk about their own identity as part of a family and part of the school community.
Year 2	Suggest beliefs and values that might unite the Christian community. Talk about why some Christians might think it is important to come together to worship God.	Identify symbols (images and actions) used in Christian worship. Talk about how and why symbols might be used in Christianity. Identify and describe features of a church.	Identify signs and symbols in the world around them. Talk about the school logo – what values it might represent and how it might unite the school community.	Ask thoughtful questions about signs and symbols. Talk about communities that they belong to – and how they show their commitment to these communities.
Year 3	Know what Christians mean by the Holy Spirit. Suggest how belief in the Holy Spirit as God's presence in the world might have an impact on individuals and communities. Identify Christian values exemplified in the gifts of the Spirit.	Identify how beliefs about the Holy Spirit might influence forms of worship in a range of Christian denominations. Describe how and why Pentecost is celebrated. Describe why some Christians might take part in a procession of witness.	Describe aspects of being human that we should be proud of. Discuss what it means to be a successful human – and the different measures of success that might be applied.	Discuss their own sense of value and what is good/unique about being them. Reflect on the people that they value in their lives – and how they show their appreciation.

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Year 4	<p>Retell some of the main parables of Jesus.</p> <p>Explain how and why these might be an important source of guidance for Christians.</p> <p>Suggest ways that Christians might put these teachings into action in the 21st century.</p>	<p>Describe and explain (with examples) Christian attitudes about how to treat others.</p> <p>Explain the importance of love for all (agape) as part of Christian life, and the ways that this might be expressed.</p>	<p>Explain (with examples) how and why people might use stories to pass on wisdom and guidance.</p> <p>Discuss how and why fables might be an important aspect of human history and culture.</p>	<p>Discuss examples of wisdom and guidance that they have learnt from stories.</p> <p>Consider what messages/words of wisdom they would want to pass on to future generations – and how they would do this.</p>
Year 5	<p>Describe what Christians mean when they talk about one God in Trinity</p> <p>Identify the beliefs contained within the Apostle's Creed</p> <p>Explain why the Christian community (The Church) might want/need an agreed statement of belief</p>	<p>Describe and explain the meaning of a range of symbols that might be used for the Trinity</p> <p>Explain how symbols might unite the worldwide Christian Church</p> <p>Describe the role of places like Taizé where Christians from different backgrounds might come together to worship.</p>	<p>Consider what we mean by sources of authority. Give examples of sources of authority that might guide individuals and communities – and the value of these as guidance for life.</p> <p>Discuss different responses to sources of authority.</p>	<p>Raise meaningful questions about things that puzzle them.</p> <p>Differentiate between questions that can be answered factually and those that have a range of answers, including personal beliefs and values.</p>
Year 6	<p>Explain how beliefs about the death and resurrection of Jesus might affect the life of a Christian.</p> <p>Explain (simply) Christian beliefs about salvation.</p> <p>Explain how Christian beliefs about life after death might affect a believer's sense of purpose and behaviour throughout the journey of life.</p>	<p>Explore Christian ideas about forgiveness of sin and the different ways that people might seek to be forgiven (using terms such as confession, repentance, atonement, reconciliation).</p> <p>Analyse Christian teachings about the importance of forgiveness and examples of people who have put these teachings into practice.</p>	<p>Discuss differing ideas and opinions about the purpose of human life – and how these beliefs might influence relationships with others.</p> <p>Discuss the importance of saying sorry and forgiveness in maintaining relationships with others.</p>	<p>Raise questions about the meaning and purpose of life and explain their own ideas and opinions (including influences).</p> <p>Reflect on the benefits and difficulties of forgiveness.</p>

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Sequence of Knowledge and Skills				
Islam				
	Beliefs and values	Living religious traditions	Shared human experience	The search for personal meaning
Year 1	Know that Muslims believe in one God (Allah). Know that Muslims believe the world was created by God. Talk about why Muslims might value the natural world.	Know that Islam teaches that humans should be caretakers (stewards/khalifahs) of the planet. Suggest how Muslims might show respect for God by caring for the natural world.	Talk about their own experiences and feelings about the natural world and what they have noticed about the way that humans treat it.	Reflect on how they treat the natural world – and if they have a duty to look after it.
Year 2	Suggest why Muslims believe that it is important to respect God. Talk about why Muslims would want to show their gratitude to God. Know that submission to God is an important aspect of Islamic life.	Identify that Islamic beliefs about God motivate most Muslims to pray on a regular basis. Describe the rituals of Islamic prayer (salah), including wudhu and use of a prayer mat. Suggest how making time for the five daily prayers is an act of submission.	Talk about the ways in which shared rituals might unite communities (make links with the way that the Islamic community – the ummah – is united by prayer). Identify ways in which humans show their gratitude.	Talk about the things they do on a regular basis as a sign of their commitment and belonging. Reflect on who they should be grateful to and how they show this.
Year 3	Develop and understanding of the importance of founders and leaders for religious communities. Identify Islamic beliefs and values contained within the story of the life of the prophet Muhammad (PBUH). Describe how a Muslim might try to follow the teachings and example of the prophet Muhammad (PBUH).	Describe and give reasons for the Islamic practice of Zakah. Suggest why charity might be important to a Muslim – and the different ways that a Muslim might try to be charitable.	Identify characteristics of a good role model. Discuss how good role models can have a positive impact on individuals, communities and societies.	Reflect on their own aspirations for themselves and others. Ask questions and suggest answers about how they can try to make the world a better place.

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Year 4	<p>Explore Islamic teachings about Ramadan from the Qur'an.</p> <p>Make links between Islamic values and the beliefs explored so far in their study of Islam.</p>	<p>Use subject specific language to describe how and why Muslims fast at Ramadan.</p> <p>Explain the importance of Ramadan in the context of the five pillars of Islam.</p> <p>Consider the impact that fasting might have on individuals, families and communities.</p>	<p>Discuss (with relevant examples) the importance of showing commitment to a belief, value or community.</p> <p>Consider the role of sacrifice within religion and communities.</p>	<p>Reflect on their own beliefs, values and commitments.</p> <p>Consider and discuss how they demonstrate their personal commitments.</p>
Year 5	<p>Explore Islamic beliefs about the Qur'an as the word of God.</p> <p>Explain how and why the Qur'an is a source of guidance for life for a Muslim.</p> <p>Explain the impact of believing that the Qur'an is divine revelation.</p> <p>Describe and explain what Muslims believe when they describe Muhammad (PBUH) as the seal of the prophets.</p>	<p>Explain how and why Muslims might commemorate the night of power.</p> <p>Describe and explain a variety of ways that Muslims might show respect for the Qur'an – and how this symbolises their respect for God.</p> <p>Explain how the teachings of the Qur'an might influence the actions and choices of a Muslim.</p>	<p>Discuss where people might look to for guidance about how to live – consider a range of sources of wisdom and authority.</p> <p>Suggest when and why people might want guidance about how to live.</p>	<p>Discuss who or what has guided them in their own beliefs, values and commitments.</p> <p>Reflect on what 'ultimate authority' might mean for them.</p>
Year 6	<p>Analyse the five pillars of Islam and how they are linked.</p> <p>Explain how the beliefs and values of Islam might guide a person through life.</p> <p>Explain the importance of the ummah for Muslims and that this is a community of diverse members.</p>	<p>Describe and explain the importance of hajj, including the practices, rituals and impact.</p> <p>Explain how a person might change once becoming a hajji.</p> <p>Consider how important it is for a Muslim to go on hajj – and what this means for those who are unable to make the pilgrimage.</p>	<p>Discuss the various events that might happen on the journey of life and how people might change over the course of their life.</p> <p>Consider what support people might need on life's journey.</p>	<p>Ask and respond thoughtfully to questions about their own journey of life – consider how they have changed so far, how they will continue to change and the support and guidance that might be needed.</p>

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Sequence of Knowledge and Skills				
Hindu Dharma				
	Beliefs and values	Living religious traditions	Shared human experience	The search for personal meaning
Year 1	Know that Hindus believe in one God in many forms. Know that Hindus believe that God is present in all living things. Suggest what Hindus might learn about God from the story of the blind men and the elephant.	Talk about how and why Hindus might use statues and images (murtis) in their worship. Suggest symbolic meanings expressed in the images.	Talk about the different ways that people can be seen and described. Consider how people might have multiple roles.	Reflect on how others might see them. Talk about the different roles that they might have (friend, child, brother/sister)
Year 2	Know that Hindus believe in one God (brahman) who can be worshipped in many forms. Know that these forms (the deities) have different qualities and are portrayed in different ways. Suggest why Hindus might believe that it is important to show devotion to the deities.	Know that Hindus might worship at a mandir and/or the home shrine. Suggest why worship in the home might be important. Describe the meaning and symbolism of items used in worship (e.g., Arti lamp, items on the puja tray).	Talk about qualities that make some people special. Identify ways in which humans show their gratitude to the people who matter in their lives.	Talk about who is special to them and why. Reflect on who they should be grateful to and how they might show this in words and actions.
Year 3	Develop an understanding of the importance of duty and commitment to many religions. Know that following Dharma (religious duty) is an important part of Hindu life. Suggest the impact of belief in Dharma, particularly the belief that there are three 'debts' – duty owed to God/the deities, duty owed to teachers, and duty owed to family.	Describe how and why Hindus might celebrate Raksha Bandhan. Identify aspects of the celebration which remind Hindus of their Dharma. Identify religious teachings contained within a Hindu story – and suggest how these stories might be used to teach Hindu children about Dharma (e.g., What teachings about duty to family are expressed in the story of Rama and Sita?).	Identify sources of authority and inspiration. Consider what our 'duties' as human beings are.	Reflect on their own duties – to themselves, to their families, to their communities. Discuss who or what they follow – and why.

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Year 4	<p>Explore teachings about good and evil in the story of Rama and Sita.</p> <p>Describe what moral guidance Hindus might gain from the story of Rama and Sita.</p> <p>Make links between the actions of Rama and the belief that he is an avatar of Vishnu, appearing on earth to destroy evil and uphold Dharma.</p>	<p>Use subject specific language to describe how and why Hindus celebrate Diwali.</p> <p>Explain the importance of light in the Diwali celebrations, and how this is a symbol of good overcoming evil.</p>	<p>Discuss (with relevant examples) the importance of the belief that good overcomes evil.</p> <p>Suggest people, words or stories that might be inspiring when trying to overcome difficulties in life.</p>	<p>Reflect on their own concept of 'goodness'.</p> <p>Discuss what gives them hope during difficult times.</p>
Year 5	<p>Make links between the story of prince Prahlada and Hindu beliefs about devotion and loyalty.</p> <p>Explain Hindu beliefs about Krishna and what stories about Krishna might teach Hindus.</p> <p>Explain the Hindu belief that God is present in all people (through the atman) and the impact this might have on a believer.</p>	<p>Describe and explain a variety of ways that Hindus might celebrate the festival of Holi.</p> <p>Suggest why there might be differences in the way that Hindu festivals are celebrated in India and how Hindu communities and individuals in the UK might celebrate.</p> <p>Explain how Holi celebrations might express Hindu beliefs about equality.</p>	<p>Explain how festivals and celebrations might be helpful ways for communities and societies to pass on values, guidance and traditions.</p> <p>Consider the different ways that myth and stories are and used.</p> <p>Explain how a 'truth' might be contained within a story.</p>	<p>Consider how they decide what is 'true' – and how there might be different types of truth (e.g., Empirical truth, historical truth, spiritual truth).</p> <p>Discuss and debate things that they consider to be true that others might disagree with.</p>
Year 6	<p>Analyse Hindu beliefs about samsara, karma and moksha and how these are linked.</p> <p>Explain how belief in reincarnation might affect the way in which a Hindu view the 'journey of life'.</p> <p>Explain how belief in reincarnation and the law of karma might affect the way a Hindu life.</p>	<p>Describe and explain the four ashramas (stages of life) in the life of a Hindu.</p> <p>Explain how a person might change as they move from one ashrama to the next.</p> <p>Consider the importance of the samskaras (rites of passage) in preparing a Hindu for the commitments of each ashrama.</p>	<p>Discuss the special milestones that we might celebrate during a person's lifetime.</p> <p>Discuss how our rights, responsibilities and relationships with others might change as we go through life.</p>	<p>Ask and respond thoughtfully to questions about their own journey of life – consider how events and influences so far have made them the person they are today and what has been important learning to prepare them for the future.</p>

Religious Education Progression Map

Sequence of Knowledge and Skills				
Judaism				
	Beliefs and values	Living religious traditions	Shared human experience	The search for personal meaning
Year 1	<p>Give an example of a key belief (e.g. that Jewish people believe in one God) and/or a religious story (to the story of Noah/Abraham).</p> <p>Give an example of a core value or commitment (trusting that God will keep his promise).</p>	<p>Use some religious words and phrases to recognise and name features of religious traditions (e.g. Sukkot, festival).</p> <p>Talk about the way that religious beliefs might influence the way a person behaves (e.g. like Noah and Abraham, Jewish people should trust that God keeps his promise).</p>	<p>Notice and show curiosity about people and how they live their lives (finding out about Jewish festivals, thinking about the fact that people celebrate different things in different ways).</p> <p>Notice that for many people, trust is an important part of human life.</p>	<p>Ask questions about the importance of trust and talk about who they can trust/rely on in their own lives.</p>
Year 2	<p>Retell the story of Moses and the Ten Commandments.</p> <p>Know some of the Ten Commandments.</p> <p>Suggest ways in which the Ten Commandments might influence the life of a believer.</p>	<p>Talk about how keeping the Sabbath day holy might influence a Jewish person.</p> <p>Talk about how the Sabbath is a way of making time for God and family.</p> <p>Know about the Jewish tradition of Friday night dinner.</p>	<p>Talk about why some people are particularly special to us.</p> <p>Suggest how and why it is important to make time for the people who really matter in our lives.</p>	<p>Talk about the people who are special to them and identify the importance of these relationships in their lives.</p> <p>Give examples of why it is important to spend quality time with the people who matter in our lives.</p>
Year 5	<p>Make links between beliefs and sacred texts (the Torah), including how and why religious sources are used to teach and guide believers.</p> <p>Explain the impact of Jewish beliefs and values – including reasons for diversity.</p>	<p>Explain differing forms of expression within the context of Jewish worship.</p> <p>Describe diversity of religious practices and lifestyles.</p> <p>Interpret the deeper meaning of symbolism – contained in stories, images and actions.</p>	<p>Explain (with appropriate examples) where people might seek wisdom and guidance.</p> <p>Consider the role of rules and guidance in uniting communities.</p>	<p>Discuss and debate the sources of guidance available to them.</p> <p>Consider the value of differing sources of guidance.</p>

Religious Education Progression Map

Sequence of Knowledge and Skills				
Sikhism				
	Beliefs and values	Living religious traditions	Shared human experience	The search for personal meaning
Year 3	Develop an understanding of the importance of founders and leaders for religious communities. Identify Sikh beliefs and values contained within the stories of the lives of the Gurus.	Describe how and why the Guru Granth Sahib is treated with great respect. Suggest how and why Sikhs might show commitment to their faith.	Identify people and ideas that inspire commitment. Discuss the different ways that people might show that they are committed.	Reflect on their own commitments and the impact that these have on their lives. Ask questions about the value of having commitments.
Year 4	Explore teachings and stories from Sikhism. Describe what moral guidance Sikhs might gain from the stories and examples of the Gurus.	Use subject specific language to describe how and why Sikhs show their religious commitments and values. Explain how clothing and behaviour might be symbolic of beliefs, values and commitments.	Discuss (with relevant examples) the importance of how we view and behave towards others. Talk about how our outward behaviour reflects our inner beliefs, values and commitments.	Reflect on their own concept of living a good life and how this influences that way that they treat others. Discuss their own thoughts and feelings about equality and justice.

Sequence of Knowledge and Skills				
Buddhism				
	Beliefs and values	Living religious traditions	Shared human experience	The search for personal meaning
Year 6	Analyse Buddhist beliefs and teachings about how to be content. Explain Buddhist beliefs and values contained within the story of Prince Siddhartha. Make links between the story of the life of Prince Siddhartha and Buddhist beliefs and teaching about The Four Noble Truths.	Describe and explain what is involved in following the Eight-Fold Path of Buddhism – and the impact that following this might have on the life of a Buddhist. Consider the importance of daily meditation in Buddhism.	Discuss the meaning of contentment – is it the same of happiness, or something different? Raise questions about the human experience of being unsatisfied – why do humans so often want more than they have? To what extent does this prevent people from ever being happy?	Ask and respond thoughtfully to questions about their own happiness – consider this as something that they are in control of. Discuss the potential barriers to their happiness and what they can do to overcome these.



Religious Education Progression Map

IMPACT (End Points)

Our Religious Education curriculum has been designed to ensure that children:

- have age-appropriate religious language and understand it;
- have basic knowledge of the main beliefs held by the major world religions;
- respect others' opinions, even if they are different to their own;
- have the critical thinking skills needed to understand the beliefs of others;
- understand and appreciate that religious beliefs and world views are personally important to people of faith and are to be respected and;
- are able to use their knowledge and thinking skills to engage in meaningful conversations with people of many faiths both in school and in the community;

End of Key Stage Expectations

EYFS (Oak)

Understanding the World – People, Cultures and Communities Early Learning Goal

By the end of EYFS, children should;

Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;

Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class and;

Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

Key Stage One

Key Stage Two

Beliefs and Values

Pupils should be aware that most religious people believe in a God of some sort. There is a shared belief in most religions that there must be a cause for the existence of the world and for this, this is God. Pupils should be able to retell some of the stories from this religious tradition (e.g. In Judaism – the story of the flood and the story of Abraham) and explain what these teach believers about God. Pupils should know that some people do not believe in a God or are uncertain – and that these people might look for alternative explanations for the existence of the universe, e.g. from scientific theories.

Pupils should be aware that most religious people believe in a God of some sort. Many people ask questions about the origins of the universe and for some the explanation for the existence of the world is God, whereas other people find answers in science and non-religious world views. Pupils should be able to retell some of the stories from these religious traditions (e.g. In Judaism – the story of the flood and the story of Abraham or the story of how Prince Siddhartha became the Buddha in Buddhism or stories about Guru Nanak from Sikhism) and explain what these might teach believers. They should have an understanding of the idea of the sacred – of people, places and scriptures that might have a special meaning for people who hold a particular religion or world view.



Religious Education Progression Map

Christianity (God)	
Pupils will know that Christians believe in one God who created the world and humanity. They should be able to give examples of Christian beliefs about God, including the belief that God is like a father – a loving God who cares for his creation. They should be able to suggest ways in which Christians might believe that God cares for humanity.	Pupils will know that Christians believe in one God who created the world and humanity. They should be able to explain Christian beliefs about God, including the belief that God is like a father – a loving God who is merciful to those who are truly sorry. They should be able to explain how and why Christians believe that they have a relationship with God and that God is active in human history. They should be able to explain how and why Christians have different views about and interpretations of the Bible. They should be able to apply this knowledge to analyse the teachings of Genesis 1 and Genesis 3 (Creation and the Fall). They should be able to explain how these teachings might influence Christian beliefs and values about caring for the world and responses to sin and temptation.
Christianity (Jesus)	
Pupils will know that Jesus is special to Christians – that he is regarded as more than just a man. They should be able to retell a simple version of the accounts of the birth of Jesus. Pupils should be able to give examples of titles that Christians might use when talking about Jesus – e.g. Saviour, Light of the World, Christ, Son of God.	Pupils will know that Jesus is regarded as God incarnate. They should be able to retell some of the key teachings of Jesus (e.g. The Parable of the Good Samaritan) and some of the main events in his life (birth, miracle stories, death and resurrection) and explain how these might guide a Christian today. They should know what is meant by discipleship and be able to explain why some people became disciples
Christianity (Church)	
Pupils should be able to identify core beliefs and values of Christianity (e.g. belief in one God, belief in Jesus Christ). They should be able to talk about what is meant by the Church family. They should know that some Christians perform infant baptism as a sign of welcoming a child into the Church family.	Pupils should be able to explain the core beliefs and values that unite the Church (e.g. belief in one God, belief in Jesus Christ, beliefs about the Holy Spirit). They will know that the Church is a diverse community with shared beliefs and values, but with differing interpretations and practices.

Religious Education Progression Map

Islam	
Pupils should know that Muslims believe in one God (Allah) and that submission (obedience) to God is an important part of Islamic life. They should know that Muslims believe that God created the world and everything in it.	<p>Pupils should know that Muslims believe in one God (Allah) and that submission (obedience) to God is an important part of Islamic life. They should know why the Prophet Muhammed is important to Muslims.</p> <p>Pupils should be able to explain what is meant by the Five Pillars of Islam and how these unite the Ummah.</p> <p>They should be able to explain why the Qur'an is so important Muslims and how it might be used as a source of guidance.</p>
Hindu Dharma	
Pupils should know that Hinduism teaches that there is one God in many forms and that God is present in all living things. They should be able to name some of the different deities that Hindus might worship and talk about how the qualities of these deities are expressed in imagery.	<p>Pupils should know that Hinduism teaches that there is one God in many forms and that God is present in all living things. They should know about some of the deities that Hindus might worship and how the qualities of these deities are expressed in through imagery and stories.</p> <p>They should know about the concept of dharma and how Hindus might find guidance about their dharma from the stories that are celebrated at festivals such as Diwali and Holi. Pupils should be able to explain Hindu beliefs about samsara, using religious vocabulary such as karma and moksha.</p>
Living Religious Traditions	
They should know that religion has an impact on the life of a believer and be able to give specific examples of this – e.g. that worship and prayer are common aspects of religious life and an expression of devotion. They should be able to give examples of special days and celebrations within religions (e.g. The Sabbath Day for Jews) and talk about how these are a time to focus on God and to pass on religious beliefs and values. They should be able to talk about how a religion might provide moral guidance and authority (e.g. how Jewish people might be guided by the Torah and the Ten Commandments.	They should know that religious beliefs have an impact on the life of a believer – e.g. that worship, prayer and rituals are common aspects of religious life and an expression of devotion. They should be able to give examples of special days and celebrations within religions (e.g. The Sabbath Day for Jews and Baisakhi in Sikhism) and explain how these are an opportunity to pass on beliefs, values and traditions. They should be able to talk about how a religion might provide moral guidance and authority (e.g. how Jewish people might be guided by the Torah and the Ten Commandments, how a Sikh might try to follow the example of the Gurus or how a Buddhist might try to live in accordance with the Eight-fold path).

Religious Education Progression Map

Christianity (God)	
Pupils should know that Christians express their beliefs about God through activities such as prayer and celebrating Christian festivals (e.g. Christmas). They should be able to suggest what makes these activities religious. They should know that Christians believe the world is God's creation and so should be treated with respect.	Pupils should know that Christians express their beliefs about God through activities such as prayer and celebrating Christian festivals (e.g. Christmas). They should know that Christians believe the world is God's creation and so should be treated with respect. They should know why the Bible is important to Christians and how it might be used as a source of wisdom and guidance. They should be aware of other sources of authority (e.g. church leaders, prayer, conscience) and how these might guide a Christian in their life. Pupils should be able to explain the links between beliefs and values and living religious traditions – e.g. they should be able to explain the importance of worship, prayer and rituals as a way of strengthening the connection between the believer and God.
Christianity (Jesus)	
They should know that Christmas is a special religious time for Christians, a time to celebrate the birth of Jesus. They should be able to give examples of religious activities that might be done as part of the Christmas celebrations – e.g. taking part in or watching a nativity play, attending church, Christingle services.	Pupils should be able to explain how Christian festivals link with events from the life of Jesus (Advent, Christmas, Lent, Easter). They should be able to give examples of religious activities that might be done as a reminder of the religious message of the celebration. They should be able to explain how and why Christians might put the teachings and example of Jesus into action – e.g. through showing love for all, through charity work etc. Pupils should be able to explain how Christians might remember the life and sacrifice of Jesus through religious traditions such as pilgrimage and the Eucharist.
Christianity (Church)	
Pupils should be able to suggest why Christians might want to be part of a church community, to worship with others, to have their children baptised. They should be able to identify the cross as a Christian symbol. They should know the basic features of a church and be able to talk about what happens at an infant baptism and suggest the deeper meaning of the rituals involved.	Pupils should be able to give examples of how being a Christian could have an impact on a person's attitudes and behaviours. They should be able to recognise and explain the symbolism of key Christian symbols such as the cross, candles, the dove). They should be able to explain differing forms of Christian worship and how the rituals might reflect key beliefs and teachings. Pupils should be able to explain the impact that worship might have on a Christian – i.e. a sense of feeling closer to God, a sense of identity and belonging.



Religious Education Progression Map

Islam	
They should know that Muslims believe the world is God's creation and so needs to be cared for. They should be able to suggest ways that Muslims might care for the world. They should know that prayer is an important part of Muslim life and a way of showing obedience and gratitude to God.	They should know that Muslims believe the world is God's creation and that this should lead them to care for the world and act charitably towards all people. They should know that the Five Pillars are an important part of life for many Muslims and a way of showing obedience and gratitude to God. Pupils should be able to explain symbolism and the deeper meaning of rituals such as those involved in wudhu, salah and Hajj.
Hindu Dharma	
They should be able to describe how and why Hindus might worship at home and in the Mandir. They should be able to identify and explain symbolic aspects of worship. Pupils should be able to identify items that might be used in Hindu worship e.g. arti lamp, items from a puja tray. They should be able to suggest why worship might be important to a Hindu.	Pupils should be able to describe how and why Hindus might worship and explain symbolic aspects of worship and rituals. They should be able to explain why festivals (e.g. Raksha Bandhan, Diwali, Holi) and rites of passage are important to individuals and the community and what Hindus might learn from these celebrations.
Shared Human Experiences	
Pupils should be able to identify and talk about different types of human communities and the things that unite communities. They should be able to talk about the importance of belonging and the different ways that humans express their belonging to a community. They should be able to talk about why some things are particularly special and valued. They should be able to suggest non-materialistic things that are important to humans such as family, love, babies, light, and hope. They should be able to give examples of things that really matter to humans and suggest why. They should know what is meant by the term symbol and symbolise and be able to give religious and non-religious examples. Pupils should be able to raise questions and talk about the ways that humans use the planet. They should be able to talk about our shared human responsibility to look after the world. They should be able to talk about the ways that collective actions can make a difference, and how this can also unite communities. Pupils should be able to talk about the complexity of identity. They should be able to give	Pupils should know about different types of human communities and the things that unite communities. They should be able to explain the importance of belonging and the different ways that humans express their belonging to a community. They should be able to explain why some aspects of human experience are particularly valuable. They should be able to suggest non-materialistic things that are important to humans. They should be able to give examples of things that really matter to humans and explain why. They should know what is meant by the term symbol and be able to explain religious and non-religious examples. Pupils should be able to raise questions about the ways that humans use the planet. They should be able to discuss our shared human responsibility to look after the world. They should be able to explain ways that collective actions can make a difference, and how this can also unite communities. Pupils should be able to discuss the complexity of identity and how this may change in different

Religious Education Progression Map

<p>examples of how people might take on different roles and responsibilities in different settings. They should ask questions about how and why humans might change their roles and identity over the course of their life. Pupils should know that many people (religious and non-religious) believe it is important to be a good person, to care for the world and to think carefully about how they behave towards others. They should think about the beliefs and values that might be important to all humans and suggest how these might influence the behaviour of individuals and communities.</p>	<p>contexts. They should be able to discuss how and why humans might change their roles and identity over the course of their life. Pupils should know that many people (religious and non-religious) believe it is important to be a morally good person, to care for the world and to think carefully about how they behave towards others. They should be able to discuss the beliefs and values that might be important to all humans and suggest how these might influence the behaviour of individuals and communities.</p>
Searching for Personal Meaning	
<p>Pupils should be able to talk about their own identity and the different roles and responsibilities that they may have. They should be able to give examples of communities that they belong to and their own sense of identity and belonging as part of a particular community (e.g. the school community, the family). They should be able to give examples of how they shown commitment to the people and communities that important in their lives. They should be able to talk about their own values and suggest how these might affect their behaviour. They should be able to identify the people who matter to them and suggest why some relationships are special. They should be able to give examples of things that they are grateful for and talk about ways that they show their gratitude. They should be able to talk about things that they do because they should (i.e. recognise a sense of duty). They should be able to talk about the way that they are able to change and adapt according to the situation and the people they are with. They should be able to identify times when this is helpful and why it is sometimes important to take on new roles and responsibilities. They should be able to ask relevant questions and talk about their own beliefs, values and identity and those of others. Pupils should be able to make comparisons with their own beliefs and values and those of the religions and beliefs that they have studied. They should be able to identify people who have influenced them and talk about the effect this has on their ideas and attitudes towards what matters.</p>	<p>Pupils should be able to discuss their own identity and the different roles and responsibilities that they may have. They should be able to support this with examples of communities that they belong to and their own sense of identity and belonging as part of a particular community (e.g. the school community, the family). They should be able to explain how they show commitment to the people and communities that important in their lives. They should be able to take part in discussions about their own values and suggest how these might affect their behaviour. They should be able to explain why some relationships are special and the qualities needed to maintain these relationships. Pupils should be able to make comparisons with their own beliefs and values and those of the religions and beliefs that they have studied. They should be able to identify their own sources of wisdom and authority - people, ideas and experiences that have influenced them and explain the effect this has on their ideas and attitudes towards what matters. They should be able to discuss and debate the sources of guidance available to them and consider the value of differing sources of guidance. Pupils should demonstrate an increasing self-awareness in their own personal development and in their ability to express their own beliefs, values and commitments.</p>