

Religious Education Curriculum Progression



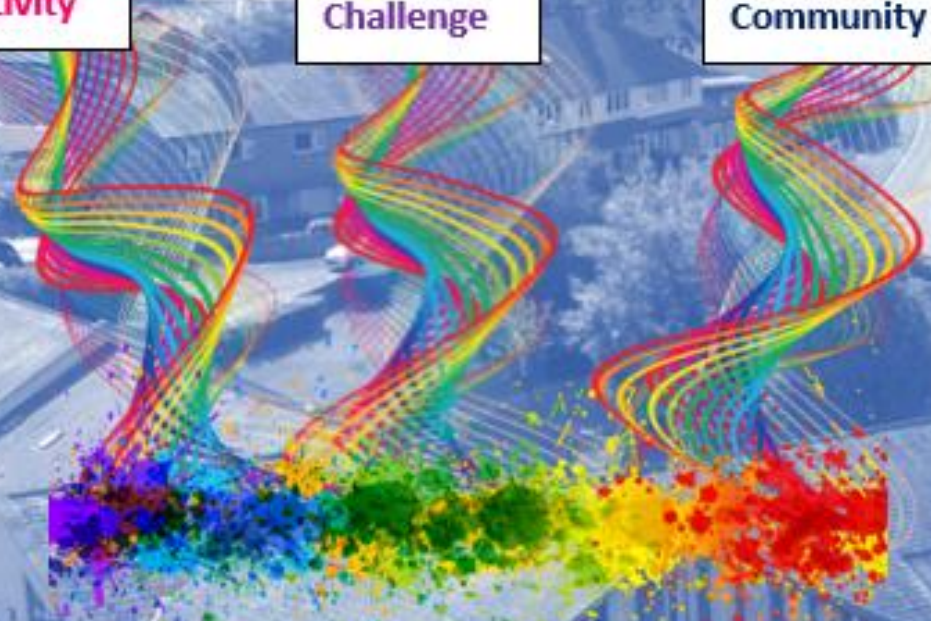
Creativity



Challenge



Community



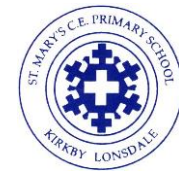
Religious Education Progression in Curriculum



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YR	What are special stories for Christians?	What is a celebration?	What is a special place?	What is special about Easter?	Why is Jesus special?	How do we look after the world?

RE						
0-11 months	8-20 months	16-26 months	22-36 months	30-50 months	40-60 months/ELG	Key Vocabulary
		<p>Is curious about the lives of others.</p> <p>Is curious about people and shows an interest in stories about themselves and their family.</p> <p>Enjoys looking at pictures of themselves, their families and other people.</p>	<p>Has a sense of own immediate family and <u>relations</u>.</p> <p>In pretend play imitates everyday actions and events from own family and cultural backgrounds.</p> <p>Learns about similarities and differences between themselves and other people.</p>	<p>Shows an interest in the lives of people who are familiar to them.</p> <p>Remembers and talks about significant events.</p> <p>Shows an interest in different occupations, cultures and ways of life.</p> <p>Recognises and talks about special events and festivals.</p>	<p>Joins in with family customs and routines.</p> <p>I understand how people celebrate traditions differently.</p> <p>I am learning to identify and talk about how families do some things the same as other families and some things differently.</p> <p>I am learning that other people have different likes and dislikes.</p>	<p>Families, culture, celebrations, Diwali, Christmas, Eid, Halloween, bonfire night, Remembrance Day, Jewish, Hindu, Muslim, Christian, fireworks, family, same, different, share.</p>
						COEL links
						<p>Showing a curiosity about objects, events and people</p> <p>Finding ways to solve problems</p>

Religious Education Progression in Curriculum



Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><i>In Key Stage 1, pupils will be taught to:</i></p> <ul style="list-style-type: none"> • Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them. • Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come. • Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities. • Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make. • Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves. • Notice and respond sensitively to some similarities between different religions and worldviews. • Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry. • Find out about and respond with ideas to examples of co-operation between people who are different. • Find out about questions of right and wrong and begin to express their ideas and opinions in response. 						
Y1	Families Harvest	Belonging	Waiting Judaism	Special People Meals	Holidays and Holy days	Being sorry Neighbours
Y2	What do Christians celebrate Harvest?	Incarnation Why does Christmas matter to Christians?	How do Muslims express their faith?	Why does Easter matter to Christians?	Great Leaders	Creation - who made the world?

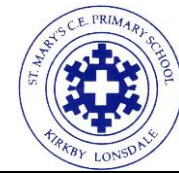
Religious Education Progression in Curriculum



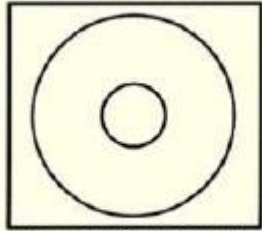
Core Skill Progression:

	Year 1	Year 2		Year 1	Year 2		Year 1	Year 2
AF1: Thinking about Religion and Belief	<ul style="list-style-type: none"> • Recall features of Religious, spiritual and moral stories and other forms of religious expression • Recognise and name features of Religions and beliefs 	<ul style="list-style-type: none"> • Retell Religious, spiritual and moral stories • Identify how Religion and belief is expressed in different ways • Identify similarities and differences in features of Religions and beliefs 	Beliefs and Teachings (What people believe)	Recount outlines of <i>some</i> Religious stories	Retell Religious stories and identify <i>some</i> Religious beliefs and teachings	Identity and Experience (Making sense of who we are)	Identify aspects of own experience and feelings, in Religious material studied	Respond sensitively to the experiences and feelings of others, including those with a faith
	AF2: Enquiring, Investigating and Interpreting	<ul style="list-style-type: none"> • Identify what they find interesting and puzzling in life • Recognise symbols and other forms of religious expression 		<ul style="list-style-type: none"> • Recognise that some questions about life are difficult to answer • Ask questions about their own and others' feelings and experiences • Identify possible meanings for symbols and other forms of religious expression 	Practices and Lifestyles (What people do)		Recognise features of Religious life and practice	Identify <i>some</i> Religious practices, and know that some are characteristic of more than one Religion
			Expression and Language (How people express themselves)	Recognise <i>some</i> Religious symbols and words		Suggest meanings in Religious symbols, language and stories	Values and Commitment (Making sense of right and wrong)	Identify what is of value and concern to themselves, in Religious material studied

Religious Education Progression in Curriculum

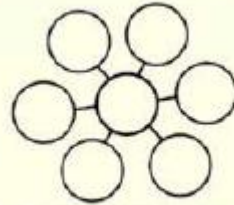


CIRCLE MAP



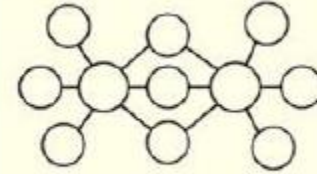
FOR DEFINING IN CONTEXT

BUBBLE MAP



FOR DESCRIBING USING ADJECTIVES

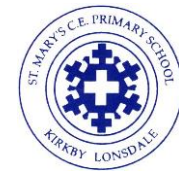
DOUBLE BUBBLE MAP



FOR COMPARING AND CONTRASTING

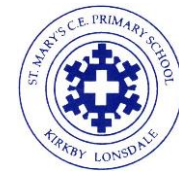
Enhanced by: Local Church and places of worship visits and visitors from local churches and Islam Learning Learner Services
Celebration Days: Harvest, Diwali, Hannukah, Epiphany, Easter, Pentecost

Religious Education Progression in Curriculum



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><i>In Key Stage 2, pupils will be taught to:</i></p> <ul style="list-style-type: none"> • Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance. • Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities. • Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning. • Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities. • Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives. • Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews. • Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry. • Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect. • Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response. 						
y3	What do Christian writings teach about forgiveness?	Why does Christmas matter to Christians?	What does the Easter story tell us about hope and despair?	How do some Christians understand the creation of the world from the bible?	What do old testament stories teach Christians about God?	Why and how do different faiths use prayer?
y4	Bible stories using Cumbria Bible quiz	Why is light a key feature in the Christmas story?	What does Islam teach Muslims about their lives?	Why do Christians call the day Jesus died 'good'?	How do Christians love their Neighbours?	How do Christians and Muslims express thankfulness in their lives?

Religious Education Progression in Curriculum



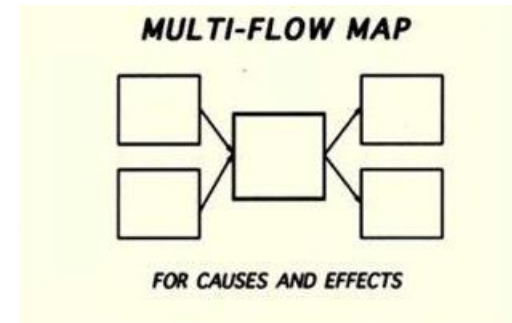
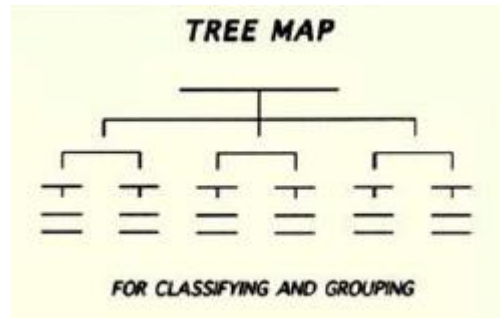
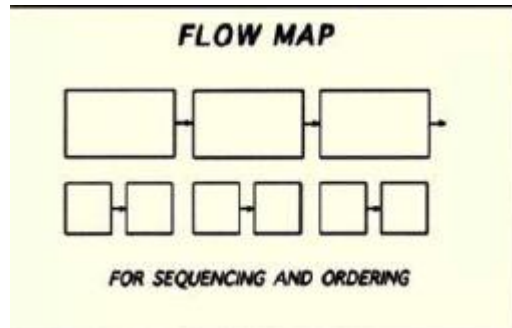
Core Skill Progression:

Year 3	Year 4	Year 3	Year 4	Year 3	Year 4
<ul style="list-style-type: none"> • Make links between beliefs, stories and practices • Identify the impacts of beliefs and practices on people's lives • Identify similarities and differences between Religions and beliefs 	<ul style="list-style-type: none"> • Comment on connections between questions, beliefs, values and practices • Describe the impact of beliefs and practices on individuals, groups and communities • Describe similarities and differences within and between Religions and beliefs 	<p>Describe some Religious beliefs and teachings of Religions studied, and their importance</p>	<p>Describe the key beliefs and teachings of the Religions studied, connecting them accurately with other features of the Religions making some comparisons between Religions</p>	<p>Compare aspects of their own experiences and those of others, identifying what influences their lives</p>	<p>Ask questions about the significant experiences of key figures from Religions studied and suggest answers from own and others' experiences, including believers</p>
<ul style="list-style-type: none"> • Investigate and connect features of Religions and beliefs • Ask significant questions about Religions and beliefs • Describe and suggest meanings for symbols and other forms of Religious expression 	<ul style="list-style-type: none"> • Gather, select, and organise ideas about Religion and belief • Suggest answers to some questions raised by the study of Religions and beliefs • Suggest meanings for a range of forms of Religious expression, using appropriate vocabulary 	<p>Describe how some features of Religions studied are used or exemplified in festivals and practices</p>	<p>Show understanding of the ways of belonging to Religions and what these involve</p>	<p>Compare their own and other people's ideas about questions that are difficult to answer</p>	<p>Ask questions about puzzling aspects of life and experiences and suggest answers, making reference to the teaching of Religions studied</p>
		<p>Make links between Religious symbols, language and stories and the beliefs or ideas that underlie them</p>	<p>Show, using technical terminology, how Religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for some symbols, stories and language</p>	<p>Make links between values and commitments, including Religious ones, and their own attitudes or behaviour</p>	<p>Ask questions about matters of right and wrong and suggest answers that show understanding of moral and Religious issues</p>

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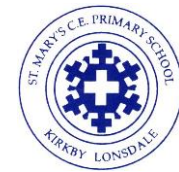
Use previous thinking maps and extend by using:



Enhanced by: Local Church and places of worship visits, visit to Rochdale - Neeli Mosque and visitors from local churches and Islam Learning Learner Services,

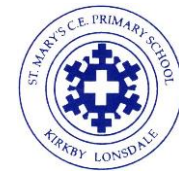
Celebration Days: Harvest, Diwali, Hannukah, Epiphany, Easter, Pentecost

Religious Education Progression in Curriculum



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><i>In Key Stage 2, pupils will be taught to:</i></p> <ul style="list-style-type: none"> Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry. Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect. Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response. 						
Y5	Belief through art- Christianity and Hinduism	Was Jesus the Messiah?	Why are places of worship important for different religious believers?	How was the crucifixion a sacrifice and who was responsible?	Why is the Holy Spirit important to Christians?	What do Christians and others do about wealth and poverty in the world?
Y6	How do Christians demonstrate justice in their lives?	How do Christians perceive the birth of Jesus? Incarnation	What does it mean to be a Muslim in British society today?	What difference does resurrection make to Christians today?	Creation and science: Conflicting or complementary?	

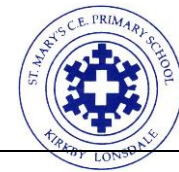
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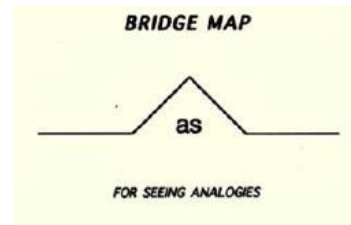
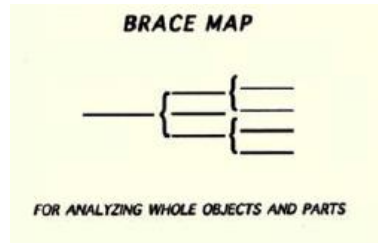
Core Skill Progression:

Year 5	Year 6	Year 5	Year 6	Year 5	Year 6
<ul style="list-style-type: none"> • Explain connections between questions, beliefs, values and practices in different belief systems • Recognise and explain the impact of beliefs and ultimate questions on individuals and communities • Explain how and why differences in belief are expressed. 	<ul style="list-style-type: none"> • Use Religious and philosophical terminology and concepts to explain religions, beliefs and value systems • Explain some of the challenges offered by the variety of Religions and beliefs in the contemporary world • Explain the reasons for, and effects of, diversity within and between Religions, beliefs and cultures. 	<p>Explain how some beliefs and teachings are shared by different Religions and how they make a difference to the lives of individuals and communities</p>	<p>Make comparisons between the key beliefs, teachings and practices of the Christian faith and other faiths studied, using a wide range of appropriate language and vocabulary.</p>	<p>Make informed responses to questions of identity and experience in the light of their learning</p>	<p>Discuss and express their views on some fundamental questions of identity, meaning, purpose and morality Related to Christianity and other faiths.</p>
<ul style="list-style-type: none"> • Suggest lines of enquiry to address questions raised by the study of Religions and beliefs • Suggest answers to questions raised by the study of Religions and beliefs, using relevant sources and evidence • Recognise and explain diversity within Religious expression, using appropriate concepts. 	<ul style="list-style-type: none"> • Identify the influences on, and distinguish between, different viewpoints within Religions and beliefs • Interpret Religions and beliefs from different perspectives • Interpret the significance and impact of different forms of Religious and spiritual expression 	<p>Explain how selected features of Religious life and practice make a difference to the lives of individuals and communities</p>	<p>Explain in detail the significance of Christian practices, and those of other faiths studied, to the lives of individuals and communities.</p>	<p>Make informed responses to questions of meaning and purpose in the light of their learning</p>	<p>Express their views on some fundamental questions of identity, meaning, purpose and morality Related to Christianity and other faiths</p>
<ul style="list-style-type: none"> • Suggest lines of enquiry to address questions raised by the study of Religions and beliefs • Suggest answers to questions raised by the study of Religions and beliefs, using relevant sources and evidence • Recognise and explain diversity within Religious expression, using appropriate concepts. 	<ul style="list-style-type: none"> • Identify the influences on, and distinguish between, different viewpoints within Religions and beliefs • Interpret Religions and beliefs from different perspectives • Interpret the significance and impact of different forms of Religious and spiritual expression 	<p>Explain how some forms of Religious expression are used differently by individuals and communities</p>	<p>Compare the different ways in which people of faith communities express their faith.</p>	<p>Make informed responses to people's values and commitments (including Religious ones) in the light of their learning</p>	<p>Make informed responses to people's values and commitments (including Religious ones) in the light of their learning They will use different techniques to reflect deeply</p>

Religious Education Progression in Curriculum



Use previous thinking maps more confidently and extend by using:



Enhanced by: Local Church and places of worship visits, visit to York Minster, visitors from local churches and Islam Learning Learner Services, Visits to Liverpool Cathedral and Liverpool Metropolitan Cathedral
Celebration Days: Harvest, Diwali, Hannukah, Epiphany, Easter, Pentecost