

Religious Education Curriculum Progression



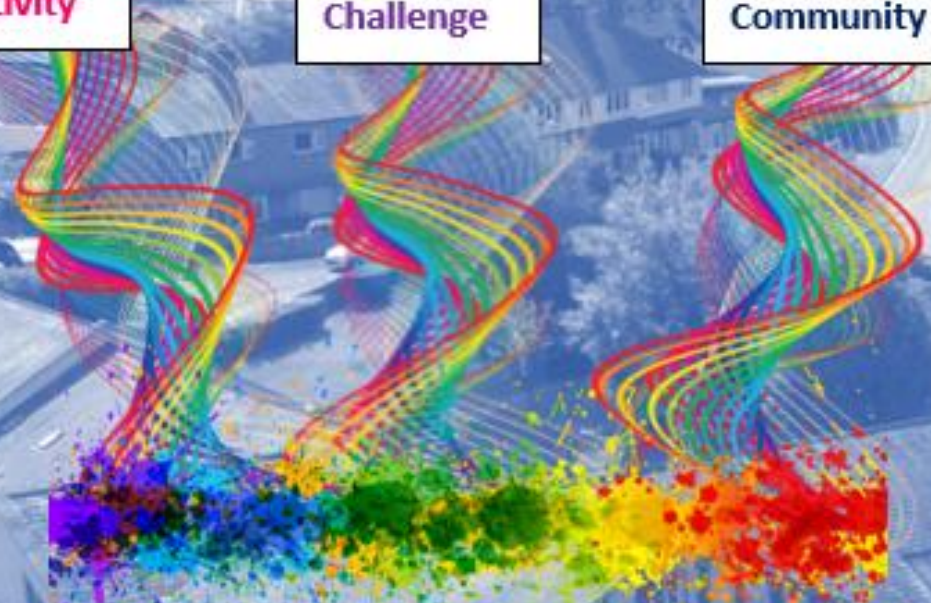
Creativity



Challenge



Community



Religious Education Progression in Curriculum



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YR	Special People Why Do People of Faith Say Thank You to God at Harvest Time?	How do Christians Celebrate Jesus' Birthday?	Why Did Jesus Tell Stories?	Why Do Christians Believe That Easter is All About Love?	How Do You Celebrate Special Times?	What Makes a Place Holy or Special?

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>
						<p>COEL links</p> <p>Showing a curiosity about objects, events and people</p> <p>Finding ways to solve problems</p>

Religious Education Progression in Curriculum

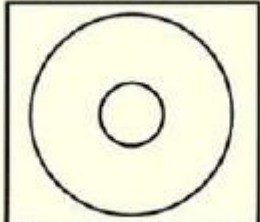


Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><i>In Key Stage 1, pupils will be taught to:</i></p> <ul style="list-style-type: none"> Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind 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	How and Why Do People of Faith Celebrate and Give Thanks For The Harvest? What Do People of Faith Believe About God as Creator?	Why Do Many People Give and Receive Gifts at Christmas?	What Made Jesus Special?	Why Do Christians Believe Easter is a New Beginning?	How Do People of World Faiths Welcome New Babies?	My World, Jesus' World
Y2	Why Are Sacred Texts/Holy Books So Important To People of Faith?	Why Do Christians Believe The Birth of Jesus Was Such Good News?	Why Did Jesus Welcome Everyone?	How Do Symbols Help People To Understand The Easter Story?	Why Are Holy Buildings and Places Important To People of Faith?	What Do Christians Believe Happened at Ascension and Pentecost?

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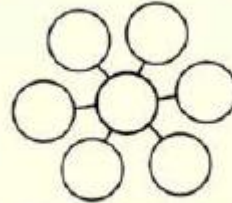


CIRCLE MAP



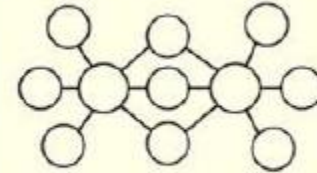
FOR DEFINING IN CONTEXT

BUBBLE MAP



FOR DESCRIBING USING ADJECTIVES

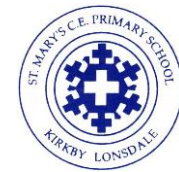
DOUBLE BUBBLE MAP



FOR COMPARING AND CONTRASTING

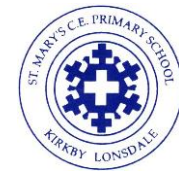
Enhanced by: Local Church and places of worship visits and visitors from local churches and Visitors
Celebration Days: Harvest, Diwali, Hannukah, Epiphany, Easter, Pentecost

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	Harvest	What Is The Role of a Faith Leader Who Has Been Called By God?	Why Do Christians Believe Jesus Was 'God With Us'?	How Did/Does Jesus Change Lives?	Is The Cross A Symbol of Sadness or Joy?	Is The 'Golden Rule' Agreed by Everyone?
Y4	Which Values Are Considered To Be Important by People of Faith?	Why Is Light An Important Symbol In World Faiths?	Why Do Christians Believe Jesus Is The Son of God?	Easter: A Story of Betrayal or Trust?	Why Are Holy Buildings and Places Important to People of	What is Prayer?

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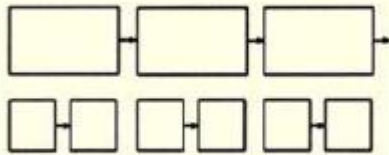


Use previous thinking maps and extend by using:

Year 3

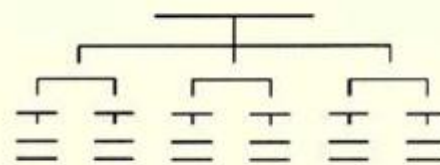
Year 4

FLOW MAP



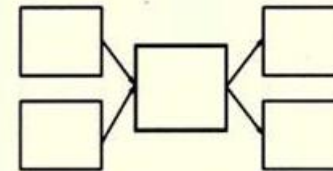
FOR SEQUENCING AND ORDERING

TREE MAP



FOR CLASSIFYING AND GROUPING

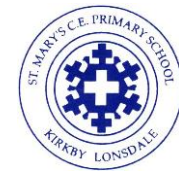
MULTI-FLOW MAP



FOR CAUSES AND EFFECTS

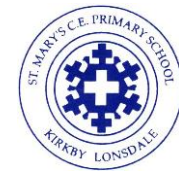
Enhanced by: Local Church and places of worship visits, visit to Liverpool Mosque and visitors from local churches
Celebration Days: Harvest, Diwali, Hannukah, Epiphany, Easter, Pentecost

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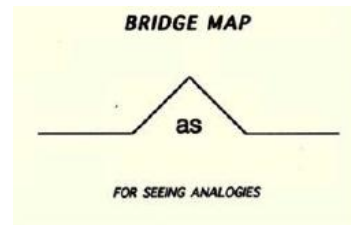
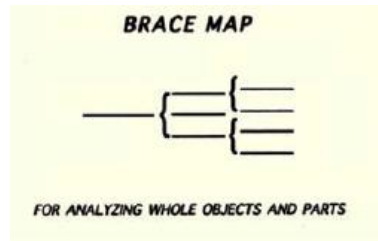


	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><i>In Key Stage 2, pupils will be taught to:</i></p> <ul style="list-style-type: none"> • Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages 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	Why Are Sacred Texts/Holy Books So Important to People of Faith?	How Does The Birth of Jesus Fit Into God's Big Story?	Why do Christians believe Jesus was a great teacher?	Why Do Christians Believe That Easter is a Celebration of Victory?	Did She Make The Right Choice?	Is Death an Ending or a Beginning?
Y6	Life as a Journey	How Do Christians Prepare for Christmas?	How and Why Do Christians Celebrate The Eucharist?	Who was Jesus? Who is Jesus?	Ascension and Pentecost	How Does Having Faith Affect People's Lives?

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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, Visits to Liverpool Cathedral and Liverpool Metropolitan Cathedral

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