

Succeeding together - fostering a love of learning, within a nurturing Christian community, to bring out 'the best in everyone'.

RELIGIOUS EDUCATION PROGRESSION MAP

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
KNOWLEDGE	<ul style="list-style-type: none"> To know about people who are special to me. To know the Christmas story. To know how New Year and Spring is celebrated in different countries. To know about the Easter story. To know the moral from stories from different countries. To know about special places including religious buildings. 	<ul style="list-style-type: none"> Know and recognise stories from the Bible and understand that they are important to Christians. To know that Jesus is identified with the religion of Christianity. To know that 'Christian love' may require showing love towards someone who is not very loveable. To know some religious festivals, practices and symbols. Know the Bible is important to both Jews and Christians. To know the meaning of the words holy and sacred in describing the Bible. To know the stories associated with the last eight days of Jesus' life. To know stories within the religion of Christianity. To know some questions about belonging, meaning and truth so that they can express their own ideas using words, music, art and poetry.. 	<ul style="list-style-type: none"> To know and understand different religions through their key traditions and sacred writings. To know and understand religious language and symbols. To know and understand the influence of key religious figures, stories and traditions. To know that the word "Islam" is the name of a religion. To know that the word "Muslim" refers to a person who believes in Islam. To know that all Muslims believe Muhammad to be a "Messenger of God". To know what a Qur'an is and associate the Qur'an with Islam. To know that Muhammad is associated with the religion of Islam. To know the story of Muhammad's first revelation. To know and understand questions of right and wrong and express their ideas and opinions. 	<ul style="list-style-type: none"> To know and understand religions and world views. To know the connection between belief and values; understanding that actions are based on a belief about what is right and wrong. To know and understand the different dimensions of religion including different narratives, beliefs, ethics and social life and the similarities and differences. To know that many Christians refer to Jesus as "the Saviour". To know that many Christians describe Jesus as the "Son of God" and they understand that this is not the same as a human father who has a human son. To know and understand the main beliefs of the traditional Christian Salvation story. To know and show a simple understanding of the Christian belief that the life we know - "earthly life" is different from "eternal life" not merely in terms of length (quantity) but in quality - "eternal life" is glorified. To know and understand a range of beliefs and symbols and how they are expressed in the actions of believers. 	<ul style="list-style-type: none"> To know and understand the following Muslim beliefs: <ul style="list-style-type: none"> Muhammad received messages from God. He received these in many revelations beginning with the first revelation which took place on the Night of Power Muhammad preached telling everyone that the words he was speaking were the words God had given to him some people wrote down the words Muhammad preached which he said came from God. They wrote them down exactly all of the messages from God that had been given to Muhammad were made into a book called "The Qur'an". To know that as well as being called the "Messenger of God" Muhammad is also known as the "Prophet" or "The Prophet of God". To know and understand that Muslims believe that the Qur'an is revelation from God and only from God. Neither Muhammad nor any other human wrote it or any part of it. To know the main details of "The Lost Sheep" story (Matt 18 v 12-14), Luke 15 v 3-7) and to identify the story with the religion of Christianity. To know and understand that one interpretation of the story is that it provides a demonstration of what "Christian love" as Jesus perhaps taught it might involve the following:- <ol style="list-style-type: none"> "Christian love" may require showing love towards a person who is not very lovable. "Christian love" may require of a person, effort, risk, hardship, even sacrifice. To know that there are links between the parable of the "lost sheep" and the story of Jesus' willingness to help Zacchaeus. 	<ul style="list-style-type: none"> To know and understand religions and world views. To know and show a simple understanding of the Christian belief that Jesus was the "Christ", the "Son of God", and that Jesus was both God and man. To know and understand the early Christian belief that Christ's death was a ransom that had to be paid to free humanity from Satan's power. To know that the belief that Christ's death was a ransom is expressed in early Christian writing, in Mark's Gospel 10:45. To know and understand that Christ's death is understood as a sacrifice for human sin that has to be paid. To know the belief that humanity has been saved from "Satan's power" is expressed in Christian writing, e.g. "The Lion, the Witch and the Wardrobe" by C S Lewis and Christian music, e.g. "God rest ye Merry Gentlemen". To know different forms of celebrations, worship, pilgrimages, and recognise the rituals which mark important points in believers' lives. 	<ul style="list-style-type: none"> To know that Jesus said that the greatest commandment was to "love one another as I have loved you" (John 15:12) To know that the word for "love" used in John 15:12 is the Greek word "agape" and that this word is often used in the New Testament for "Christian love". To know the Samaritan demonstrates "agape" - this higher type of love by stopping. To know that Christians believe that God has this higher form of love towards humankind that this is expressed in the words, of (John 3:16). To know that "agape" or "Christian love":- <ul style="list-style-type: none"> is not the same as romantic love, involves freely giving kindness or help to another person including the outcast, the rejected, even an enemy involves not expecting to get anything back in return may involve effort, cost, risk and danger. To know the Arabic word for God is "Allah" which means "the God" ("Al Lah"). To know and understand the Muslim belief that the Prophet Muhammad and all the Prophets that came before him including Adam, Abraham, Moses and Jesus taught the same message about following the Straight Path. To know and understand the Muslim belief that due to pride and inflated self-confidence in their ability to know what is best, humans have a tendency to: forget about the Straight Path, ignore it, or tamper with it To know and understand the Muslim belief that Muhammad is the last and final Prophet. If the message of the Qur'an is again forgotten, ignored, or tampered with no more Prophets will be sent again to guide humanity. To know and understand the meaning of the term "The Seal of the Prophets".

**S
K
I
L
L
S**

	<p>EYFS</p>	<p>Year 1</p>	<p>Year 2</p>	<p>Year 3.</p>	<p>Year 4</p>	<p>Year 5</p>	<p>Year 6</p>
	<ul style="list-style-type: none"> • I can suggest someone who is a role model to me. • I can explain why Jesus is special to Christians. • I can share my opinion about a story. • I can explain why Easter is special for Christians. • I can explain the moral of a story. • I can describe what makes a place special. 	<ul style="list-style-type: none"> • Express their ideas and insights, raise questions and suggest answers in response to their enquiry into the stories of Zacchaeus and Easter. • Attempt to support and explain their ideas in simple terms using reasons with religious language. • Raise questions which show they are developing an enquiring approach to life and use a number of religious words. • Reflect what is precious or sacred in their own lives and express their ideas through art and music. • Attempt to support and explain their ideas in writing in simple terms using religious language. 	<ul style="list-style-type: none"> • Retell and suggest meaning to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come. • Name some people and leaders of faith and identify the communities they belong to. • Attempt to support and explain their ideas in writing in simple terms using religious language. 	<ul style="list-style-type: none"> • Describe and make connections between different features of the religions and worldviews they study. • 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 world views. • Express their own ideas and insights and raise relevant questions and in response to their enquiry into the traditional Christian Salvation story and why Jesus is called the Saviour. • Suggest answers to the questions they raise using reasons and evidence to support or justify their views using religious language. • Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning. 	<ul style="list-style-type: none"> • Suggest answers to the questions they raise using reasons or evidence to support or justify their views. • Discuss and present views on challenging questions about belonging, meaning and truth in different forms (e.g.) reasoning, music, art and poetry. • Suggest answers to the questions they raise using reasons and evidence to support or justify their views. • Observe and understand varied examples of religions and worldviews. • Develop an understanding of questions about truth and meaning and using a variety of expression. • Explore the connection between belief and values understanding that actions are based on a belief about what is right and wrong. 	<ul style="list-style-type: none"> • Describe and make connections between different features of the religions and worldviews they study. • Know and consider ideas and insights which challenge the view that Jesus' death and resurrection involved the paying of a "ransom" or that Satan was tricked. • Express their own ideas and insights and raise relevant questions in response to their enquiry into Christian beliefs about the death and resurrection of Jesus. • Suggest answers to the questions they raise use reasons and evidence to support or justify their ideas and views. • 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. 	<ul style="list-style-type: none"> • 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. • Express their own ideas and insights and raise relevant questions in response to their enquiry into what "Christian love" is and what it requires of a person. • Suggest answers to the questions they raise using reasons and evidence to support or justify their ideas and views. • Develop an understanding of a range of beliefs and symbols and how they are expressed in the actions of believers. • Express their own ideas and insights and raise relevant questions in response to their enquiry into Muslim beliefs about role of the Prophets in Islam.

ATTITUDES

EYFS	Year 1	Year 2	Year 3.	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • They know that other children don't always enjoy the same things. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. • Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. • They work as part of a group or class, and understand the rules. • They adjust their behaviour to different situations, and take changes of routine in their stride. 	<ul style="list-style-type: none"> • Recognise that people have a variety of life experiences. • Ask and respond to questions about what individuals and communities do and why, and identify what difference belonging to a community might make. • They work as part of a group or class, and understand and follow the rules. • They adjust their behaviour to different situations, and take changes of routine in their stride. 	<ul style="list-style-type: none"> • Understand questions of right and wrong and express their ideas and opinions. • Recognise some different symbols and actions which <ul style="list-style-type: none"> ◦ express a community's way of life, appreciating some similarities and differences between communities. • Explain how laws and rules are necessary for people to live together happily and to reflect on the importance of rules in their own lives. • Explore the religious traditions expressed through worship and celebration. • Attempt to support and explain their ideas in simple terms using reasons with religious language. 	<ul style="list-style-type: none"> • Explain and recall different forms of celebrations, worship, pilgrimages, and recognise the rituals which mark important points in believers' lives. • 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. 	<ul style="list-style-type: none"> • Express their own ideas and insights and raise relevant questions in response to their what they learn about the Muslim belief that Muhammad was "The Messenger of God". • Explain, with reasons, religions meanings and significance to individuals and communities. • Express their own and raise relevant questions in response to their enquiry into the story of "The Lost Sheep" and what the undertaking of "Christian love" might require of a person. • 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. • Describe and show an understanding of the links between stories and 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. • Describe the way in which people belong to different communities and explain the meaning of diversity and evaluate the concepts of respect and tolerance. • 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. • Respond thoughtfully to ideas about community, values and respect. 	<ul style="list-style-type: none"> • Explore the connection between belief and values understanding that actions are based on a belief about what is right and wrong. • 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. • Respond thoughtfully to ideas about community, values and respect. • Describe the way in which people belong to different communities and explain the meaning of diversity and evaluate the concepts of respect and tolerance. 	<ul style="list-style-type: none"> • 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. • Respond thoughtfully to ideas about community, values and respect. • Explore the connection between belief and values understanding that actions are based on a belief about what is right and wrong. • Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning. • Describe the way in which people belong to different communities and explain the meaning of diversity and evaluate the concepts of respect and tolerance.

VOCABULARY						
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
EYFS	Special, unique, role models, friend, believe, God, Jesus, Christians, Jews, respect, paralysed, blind, miracle, rule, commandment	Christmas, present, Mary, Joseph, Jesus, angle, shepherds, wise men, manger, stable, star, savior, gold, frankincense, myrrh, nativity,	Celebrate, new year's resolution, success, achieve, new year, Rangoli pattern, tradition, festival	Season, Easter, change, life cycle, sign, rescue, palm leaves, Hosanna, symbols, disciples, resurrection, sin, arrest, forgive, Jesus	Equal, lie, honest, priest, moral, mediate, reborn, Allah, poor, greed, grateful, parable, rejoice, neighbor, levite, Samaritan	Home, worship, pray, service, bible, Torah, Imam, Mecca, special, Wudu
Yr 1	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	Bible, Old Testament, Genesis, creation, Adam, Eve	Magi/wise men, gold, frankincense, myrrh,	Incarnation, forgiveness, acceptance, disciples Zacchaeus, Mary, Martha, Lazarus	Salvation, crucifixion, resurrection, disciples Palm Sunday, Palm cross	Shabbat, Kippah, Tenakh Challah	Rosh Hashanah, Yom Kippur, Shofar, Challah bread
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Y2	Samaritan, Levite, pharisee, parables, Mary, Joseph	Agape, Trinity, incarnation, advent	Allah, Qu'ran, Salah, mosque, Makkah Salah, Allah, Qur'an, Makkah, Ka'bah	Resurrection, salvation, disciples, New Testament Easter egg, Hot cross bun,	Mosque, Ummah, Qiblah wall, minbar, minaret Musalla, mihrab, Qu'ran, Wudu, prayer mats, Hajj	Makkah, Hajj, Ihrma, Qu'ran, Muhammad Hajj robes, Makkah/Mecca Grand Mosque, Mount Arafat, Five Pillars, Pilgrimage

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Y3	Sikh, Guru, Amrit Ceremony, Khalsa, Karah Prashad, 5 Ks Kirpan, Kesh, Kara, Kangha, Kachera, Khanda	Shepherds, star, Wise men and their gifts, stable, Advent, incarnation	Incarnation, disciples, miracles, pharisee, baths, miracle	Resurrection, crucifixion, communion, savior, eternal life Jesus, Palm Sunday, The last supper, cross, tomb, bread and wine, Maundy Thursday, Good Friday, disciples, Judas	Vaisakhi, Gurdwara, Guru Granth Sahib, Diwali, Langar Guru, Vaisakhi Festival, Guru Hargobind, Karah Parshad	Waheguru, Mool Mantar, The Guru Granth Sahib, Chauri, Granthi, Guru, Anmrit, Khalsa, Karah Parshad, 5 Ks, Kirpan, Kesh, Kara, Kangha, Kachera, Khanda, Guru Granth Sahib, Mool Manar
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Y4	Siddhattha Gautama, Buddha, enlightenment, meditation, <i>Extras: Bodhi, 8 fold path, Prince Siddhattha, Gautama Yasodhara</i>	Incarnation, Christingle, annunciation, nativity Frankincense, myrrh,	Dukkha, Anicca, Anatta, Buddha, Bodhi, 8-fold path	Bible, parable, gospel,	Noble eightfold Path, dukkha, Siddhatta Buddah, 8-fold path	Sacraments, Eucharist/communion, Saints Church Baptism John the Baptist Eucharist/Holy Communion

Succeeding together - fostering a love of learning, within a nurturing Christian community, to bring out 'the best in everyone'.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Y5	<p>Pu ja, Purusharthas, Vedas,</p> <p>Puja Tray, mantra, Brahman, Vedas, Purusharthas dharma, Karma</p>	<p>Gospels, gospel writers, disciples, truth,</p> <p>Advent, incarnation</p>	<p>Atman, Trimurti, Brahman,</p> <p>Brahman, Trimurti, Brhma, Shiva, Vishnu, Ganesha, Lakshmi, Puja, Atman, Krishna, Avatar, Chadogya Upanished</p>	<p>Pilate, incarnation, resurrection</p> <p>Holy week, Herod, Mount of Oliver, Garden of Gethsemane</p>	<p>Karma, Samsara, Moksha, Sadhu</p> <p>Bhagavad Gita</p> <p>Upanishads</p> <p>Atman</p>	<p>Ten commandments, gifts of the Spirit, Prayer, The Lord's Prayer</p> <p>Confirmation,</p>
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Y6	<p>Ramada, Muhammad, Qu'ran, Allah,</p> <p>Five Pillars, Zakah, Sawm, Qu'ran, Hajj,</p>	<p>Incarnation, divinity, Messiah, traditions</p> <p>Crib, carols,</p>	<p>Agape, Messiah, eternity, heaven, Messiah,</p> <p>Ten commandments</p>	<p>Holy Communion/Eucharist, agape, atonement, salvation</p> <p>Lent, Ash Wednesday, Shrove Tuesday, Fish symbol, CAFOD, Ten commandments</p>	<p>Akhirah, Jihad, Lesser Jihad, Greater Jihad</p> <p>Muhammad, Qu'ran, Five Pillars, Jihad, Ummah</p>	<p>Akhirah, Jihad, Lesser Jihad, Greater Jihad,</p> <p>Muhammad, Qu'ran, Five Pillars, Jihad, Ummah</p>