

	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6	
	Religious Education - Progression Map						
	<input type="checkbox"/> HoH RE Curriculum Document	<input type="checkbox"/> HoH RE Curriculum Document					
	Year R - Religious Education	Year R - Religious Education					
Focus	Believing F2: Which people are special and why?	Expressing F4: Which times are special and why?	Believing F1: Which stories are special and why?	Living F5: Where do we belong?	Expressing - F5: Which places are special and why?	Living F6: What is special about our world?	
Knowledges	<ul style="list-style-type: none"> talk about people who are special to them hold conversations about what makes their family and friends special to them identify some of the qualities of a good friend reflect on the question 'Am I a good friend?' recall and talk about stories of Jesus as a friend to others using new vocabulary recall stories about special people in other religions and talk about what we can learn from them know some similarities and differences between religious communities in Britain. 	<ul style="list-style-type: none"> give examples of special occasions and suggest features of a good celebration recall similar stories connected with Christmas / Easter and a festival from another faith / say what Christians / Easter and a festival from another faith is a special time for Christians /members of the other faith use new vocabulary to identify some similarities and differences between religious communities in Britain respond imaginatively and expressively to what happens at their favourite times. 	<ul style="list-style-type: none"> talk about some religious stories using new vocabulary recognise some religious words, e.g. about God, holy books or places of worship recall similar stories connected with Christmas / Easter and a festival from another faith / say what Christians / Easter and a festival from another faith is a special time for Christians /members of the other faith talk about what Jesus teaches about keeping promises and say why keeping promises is a good thing to do hold conversations about what Jesus teaches about saying 'thank you', and why it is good to thank and be thanked know some similarities and differences between religious communities in Britain. 	<ul style="list-style-type: none"> re-tell religious stories making connections with personal experiences share and record occasions when things have happened in their lives that made them feel special know some similarities and differences between religious communities in Britain be aware that some religious people have places which have special meaning for them hold conversations about the things that are special and valued in a place of worship respond imaginatively and expressively to stories about new babies identify some significant features of sacred places using recently acquired vocabulary recognise two different places of worship using new vocabulary get to know and use appropriate words to talk imaginatively and expressively about their thoughts and feelings when visiting a church. 	<ul style="list-style-type: none"> talk about somewhere that is special to themselves, saying why re-tell stories about creation and nature, talking about what they say about the world, God, human beings respond imaginatively and expressively to the beauty and delight of the natural world think about the wonders of the natural world, expressing ideas and feelings express ideas about how to look after animals and plants talk about what people do to mess up the world and what they do to look after it. 		
Application	<p>Talk about members of their immediate family and community. Name and describe people who are familiar to them. See themselves as a valuable individual. Build constructive and respectful relationships.</p>	<p>Recognise that people have different beliefs and celebrate special times in different ways. 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.</p>	<p>Engage in story times. Listen to and talk about stories to build familiarity and understanding.</p>	<p>Talk about members of their immediate family and community. Name and describe people who are familiar to them. See themselves as a valuable individual. Build constructive and respectful relationships.</p>	<p>Understand that some places are special to members of their community.</p>	<p>Explore the natural world around them. Describe what they see, hear and feel whilst outside. Explore the natural world around them, making observations and drawing pictures of animals and plants.</p>	
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	Year 1 - Religious Education	Year 1 - Religious Education					
Focus	Module 1 Believing 1.1 - Christian	Module 2 Believing 1.1 - Christian	Module 3 Believing 1.2 - Islam	Module 4 Believing 1.2 - Islam	Module 5 Believing Split over two modules 1.3 - Judaism	Module 6 Believing Split over two modules 1.3 - Judaism	
Knowledges	<ul style="list-style-type: none"> Recognise some Christian symbols and images used to express ideas about God (A1). Talk about some simple ideas about Christian beliefs about God and Jesus (A1). Retell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means (A2). Talk about issues of good and bad, right and wrong arising from the stories (C3). Make links between what Jesus taught and what Christians believe and do (A2). Respond thoughtfully to a piece of Christian music and a Bible text that inspired it (B1). 	<ul style="list-style-type: none"> Recognise some Christian symbols and images used to express ideas about God (A3). Talk about some simple ideas about Christian beliefs about God and Jesus (A1). Retell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means (A2). Talk about issues of good and bad, right and wrong arising from the stories (C3). Ask some questions about believing in God and offer some ideas of their own (C1). Make links between what Jesus taught and what Christians believe and do (A2). Respond thoughtfully to a piece of Christian music and a Bible text that inspired it (B1). 	<ul style="list-style-type: none"> Recognise that Muslims do not draw Allah or the Prophet but use calligraphy, for example, to copy the name of Allah (A3). Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah (A1). Retell a story about the life of the Prophet Muhammad (A2). Recognise some objects used by Muslims and suggest why they are important (A2). Re-tell a story about the life of the Prophet Muhammad (A2). Recognise some objects used by Muslims and suggest why they are important (A2). Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel (B1). Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel (B1). Ask some questions about believing in God and offer some ideas of their own (C1). Ask some questions about God that are hard to answer and offer some ideas of their own (C1). 	<ul style="list-style-type: none"> Talk about the fact that Muslims believe in God (Allah) and follow the example of the Prophet Muhammad (A1). Recognise that some Muslim people do not draw Allah or the Prophet but use calligraphy, for example, to copy the name of Allah (A3). Talk about the mezuzah in the home reminds Jewish people about God (A3). Talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat (B1). Retell a story about the life of the Prophet Muhammad (A2). Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel (B1). Ask some questions about believing in God and offer some ideas of their own (C1). Make links between some Jewish teachings and how Jewish people live (A2). Express their own ideas about the value of times of reflection, thanksgiving, praise and remembrance, in the light of their learning about why Jewish people choose to celebrate in these ways (C1). 	<ul style="list-style-type: none"> Talk about the fact that Jewish people believe in God (A1). Recognise that some Jewish people remember God in different ways (e.g. mezuzah, on Shabbat) (A3). Talk about how the mezuzah in the home reminds Jewish people about God (A3). Talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat (B1). Retell a story about the life of the Prophet Muhammad (A2). Identify some ways that Jewish people mark Shabbat, suggesting what it means (A2). Ask some questions about believing in God and offer some ideas of their own (C1). Make links between some Jewish teachings and how Jewish people live (A2). Express their own ideas about the value of times of reflection, thanksgiving, praise and remembrance, in the light of their learning about why Jewish people choose to celebrate in these ways (C1). 		
Application	<p>A. Know about and understand a range of religious and non-religious worldviews. A1. 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. A2. 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. A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.</p> <p>B. Express ideas and insights about the nature, significance and impact of religious and non-religious worldviews.</p> <p>C1. 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.</p> <p>C2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.</p> <p>C3. Notice and respond sensitively to some similarities between different religious and non-religious worldviews.</p> <p>C. Gain and deploy the skills needed to engage seriously with religious and non-religious worldviews.</p> <p>C1. 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.</p> <p>C2. Find out about and respond with ideas to examples of co-operation between people who are different.</p> <p>C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.</p>	<p>A. Know about and understand a range of religious and non-religious worldviews. A1. 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. A2. 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	Year 2 - Religious Education	Year 2 - Religious Education					
Focus	Module 1 Believing 1.4 What can we learn from sacred books? Christians, Muslims and/or Jewish people	Module 2 Expressing 1.5 What makes some places sacred? Christians, Muslims and/or Jewish people	Module 3 Living 1.6 How and why do we celebrate special and sacred times? Christians, Muslims and/or Jewish people	Module 4 Living 1.7 What does it mean to belong to a faith community? Christians, Muslims and/or Jewish people	Module 5 Living 1.7 What does it mean to belong to a faith community? Christians, Muslims and/or Jewish people	Module 6 Living 1.8 How should we care for others and the world, and why does it matter? Christians, Muslims and/or Jewish people	
Knowledges	<ul style="list-style-type: none"> Recognise that sacred texts contain stories which are special to many people and should be treated with respect (B3). Re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories (A2). Talk about issues of good and bad, right and wrong arising from the stories (C3). 	<ul style="list-style-type: none"> Recognise that there are special places where people go to worship, and talk about what people do there (A1). Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used (A3). Talk about what is used in churches, objects, symbols and actions used in churches, mosques (Qur'an) or synagogues; show what people believe (B2). Show that they have begun to be aware that some people regularly worship God in different ways and in different places (B3). 	<ul style="list-style-type: none"> Identify a special time they celebrate and explain simply what celebration means (A1). Talk about ways in which Jesus was a special person who Christians believe is the Son of God (A2). Identify some ways Christians celebrate Christmas/Easter/Harvest and some ways a festival is celebrated in another religion (A1). Talk about what is used in churches, objects, symbols and actions used in churches, mosques (Qur'an) or synagogues; show what people believe (B2). Show that they have begun to be aware that some people regularly worship God in different ways and in different places (B3). 	<ul style="list-style-type: none"> Talk about what is special and of value about belonging to a group that is important to them (B2). Show an awareness that some people belong to different religions (B1). Expected: C1. Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers (B3). 	<ul style="list-style-type: none"> Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean (A1). Identify some similarities and differences between the ceremonies studied (B3). 	<ul style="list-style-type: none"> Talk about how religions teach that people are valuable, giving simple examples (B1). Recognise that some people believe God created the world and so we should look after it (A2). Identify ways that some people make a response to God by caring for others and the world (B1). Talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more (C2). 	
Application	<p>A. Know about and understand a range of religious and non-religious worldviews. A1. 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. A2. 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. A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.</p> <p>B. Express ideas and insights about the nature, significance and impact of religious and non-religious worldviews.</p> <p>C1. 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.</p> <p>C2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.</p> <p>C3. Notice and respond sensitively to some similarities between different religious and non-religious worldviews.</p> <p>C. Gain and deploy the skills needed to engage seriously with religious and non-religious worldviews.</p> <p>C1. 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.</p> <p>C2. Find out about and respond with ideas to examples of co-operation between people who are different.</p> <p>C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.</p>	<p>A. Know about and understand a range of religious and non-religious worldviews. A1. 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. A2. 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	Year 3 - Religious Education	Year 3 - Religious Education					
Focus	Module 1 Believing L2.1 What do different people believe about God? Christians, Hindus and/or Muslims	Module 2 Believing L2.2 Why is the Bible so important for Christians today?	Module 3 Expressing L2.4 Why do people pray? Christians, Hindus and/or Muslims	Module 4 Expressing L2.5 Why are festivals important to religious communities? (Y3&Y4) Christians, Hindus and/or Muslims and/or Jewish people	Module 5 Living L2.5a How do people from religious and non-religious communities celebrate key festivals? Christians, Jewish people and non-religious	Module 6 Living L2.7 What does it mean to be a Christian in Britain today?	
Knowledges	<ul style="list-style-type: none"> Identify beliefs about God that are held by Christians, Hindus and/or Muslims (B1). Retell and suggest the meanings of stories from sacred texts about people who encountered God (A1). Describe some of the ways in which Christians, Hindus and/or Muslims describe God (A1). Ask questions and suggest some of their own responses to beliefs about God (C1). Identify how and why it makes a difference in people's lives to believe in God (B1). Identify some similarities and differences between ideas about what God is like in different religions (B3). Discuss and present their own ideas about why there are many ideas about God and express their own understanding of God through words, symbols and the arts (C1). 	<ul style="list-style-type: none"> Recall and name some Bible stories that inspire Christians (A2). Identify at least two ways Christians use the Bible in everyday life (B1). Make connections between stories in the Bible and what Christians believe about creation, the Fall and					

	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Application	<p>A. Know about and understand a range of religious and non-religious worldviews. A1. Describe and make connections between different features of the religious and non-religious 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. A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning. B. Express ideas and insights about the nature, significance and impact of religious and non-religious worldviews. B1. Observe and understand varied examples of religious and non-religious worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities. B2. 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. B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religious and non-religious worldviews.</p> <p>C1. 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. C2. Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect.</p>	<p>A. Know about and understand a range of religious and non-religious worldviews. A1. 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Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect.</p>	<p>A. 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 traditions that are important to them in different communities. B2. 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. B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religious and non-religious worldviews.</p> <p>C. Gain and deploy the skills needed to engage seriously with religious and non-religious worldviews. C1. 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. C2. Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect.</p>	<p>A2. 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 traditions that are important to them in different communities. B2. 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. B3. 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