



Wren Park Primary School

Religious Education – Progression Map



RESPECTFUL



AMBITIOUS



RESILIENT

	EYFS theologians	Key Stage 1 theologians	Key Stage 2 theologians
Programme of study: Derbyshire and Derby City Agreed Syllabus	<p><i>EYFS – children in EYFS should:</i></p> <ul style="list-style-type: none"> • Encounter religions and worldviews through special people, books, times, places and objects. • Listen to and talk about stories. • Be introduced to subject specific words and use all their senses to explore beliefs, practices and forms of expression. • Ask questions and reflect on their own feelings and experiences. • Use their imagination and curiosity to develop their appreciation of and wonder at the world in which they live. 	<p><i>KS1 – children should:</i></p> <ul style="list-style-type: none"> • Develop their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. • Use basic subject specific vocabulary. • Raise questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas. 	<p><i>KS2 – children should:</i></p> <ul style="list-style-type: none"> • Extend their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts • Be introduced to an extended range of sources and subject specific vocabulary. • Be encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life. • Learn to express their own ideas in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views.

Understanding the World enables EYFS children to:

(FS1)

- *Enjoy pictures and stories about themselves, their families and other people.*
- *Be curious about people and showing interest in stories about themselves and their family.*
- *Have a sense of own immediate family and relations.*
- *Imitate everyday actions and events from own family and cultural background (in pretend play).*
- *Learn that they have similarities and differences that connect them to, and distinguish them from others.*
- *Show interest in the lives of people who are familiar to them.*
- *Remember and talk about significant events in their own experience.*
- *Recognise and describe special times or events for family and friends.*
- *Know some of the things that make them unique, and talk about some of the similarities and differences in relation to friends and family.*

(FS2)

- *Show increased interest in the lives of people who are familiar to them.*
- *Begin to understand that not all people celebrate the same things as them.*
- *Have a greater understanding about why certain events are celebrated.*
- *Recognise that people have different beliefs and celebrate special times in different ways.*
- *Talk about members of their immediate family and community.*
- *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.*

RE should enable KS1 children to:

- *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 cooperation between people who are different.*
- *Find out about questions of right and wrong and begin to express their ideas and opinions in response.*

RE should enable KS2 children to:

- | | | |
|--|--|---|
| <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. | <ul style="list-style-type: none">• 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. | <ul style="list-style-type: none">• 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.) music, art and poetry.• 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.• 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. |
|--|--|---|

Believing

Religious beliefs, teaching, sources; questions about meaning, purpose and truth.

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><i>Through the understanding the world strand:</i></p> <p>I can talk about what I believe in and I am beginning to understand that not all people celebrate the same things as me.</p>	<p><u>1.1 Who is a Christian and what do they believe?</u> (Linked questions: 1.2, 1.3, L2.1, U2.1). -Talk about some simple ideas about Christian beliefs about God and Jesus. -Re-tell a story that shows what Christians might think about God. -Ask some questions about believing in God and offer some ideas of their own.</p> <p><u>1.2 Who is a Muslim and what do they believe?</u> (Linked questions: 1.1, 1.3, L2.1, U2.1). -Talk about some simple ideas about Muslim beliefs about God. -Re-tell a story about the life of the Prophet Muhammad. -Recognise some objects used by Muslims and suggest why they are important.</p>	<p><u>1.3 Who is Jewish and what do they believe?</u> 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). • Re-tell a story that shows what Jewish people at the festivals of Sukkot, Chanukah or Pesach might think about God, suggesting what it means (A2). • Ask some questions about believing in God and offer some ideas of their own (C1).</p> <p><u>1.4 How can we learn from sacred books?</u> (Linked questions: L2.2). -Recognise some ways in which Christians, Muslims and Sikhs treat their sacred books. - Recognise that sacred books contain stories,</p>	<p><u>L2.1 What do different people believe about God?</u> (Linked questions: 1.1, 1.2, 1.3, U2.1). - Describe some of the ways in which Christians and Hindus describe God. -Identify how and say why it makes a difference in people’s lives to believe in God. - Ask questions and suggest some of their own responses to ideas about God.</p> <p><u>L2.2 Why is the Bible/Torah so important for Christians/ Jewish people today?</u> (Linked questions: 1.4). - Make connections between stories in the Bible / Torah and what Christians / Jewish people believe about creation - Give examples of how and suggest reasons why Christians/ Jewish</p>	<p><u>L2.3 Why is Jesus inspiring to some people?</u> (Linked questions: U2.2). -Make connections between some of Jesus’ teachings and the way Christians live today. -Describe how Christians celebrate Holy Week and Easter Sunday. -Identify the most important parts of Easter for Christians and say why they are important. -Give simple definition of some key Christian terms.</p>	<p><u>U2.1 Why do some people believe God exists?</u> (Linked questions: 1.1, 1.2, 1.3, L2.1). -Outline clearly a Christian and Hindu understanding of what God is like, using examples and evidence. -Give examples of ways in which believing in God is valuable in the lives of Christians and Hindus. -Present different views on why people believe in God or not, including their own ideas.</p>	<p><u>U2.2 What would Jesus do? Can we live by the values of Jesus in the twenty-first century?</u> (Linked questions: L2.3). - Outline Jesus’ teaching on how his followers should live. - Offer interpretations of two of Jesus’ parables and say what they might teach Christians about how to live. - Explain the impact Jesus’ example and teachings might have on Christians today.</p>

	<p>-Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel.</p>	<p>which are special to many people and should be treated with respect. -Re – tell stories from the Christian Bible and the Guru Granth Sahib, and suggest the meaning of these stories. -Make links between the messages with holy books and the way people live.</p>	<p>people use the Bible / Torah today. Describe some ways Christians say God is like, with examples from the Bible, using different forms of expression.</p>			
--	--	--	--	--	--	--

Expressing

Religious and spiritual forms of expression; questions about identity and diversity

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><i>Through the understanding the world strand:</i></p> <p>I have a greater understanding about why certain events are celebrated and I recognise that people celebrate special times in different ways.</p>	<p><u>1.6 How and why do we celebrate special and sacred times?</u> (Linked questions: L2.5, U2.5). -Identify some ways in which Christians celebrate Easter and some ways in which Muslims celebrate Eid. -Re-tell stories connected with Easter and Eid. - Ask questions and suggest answers about Easter and Eid stories.</p> <p><u>1.5 What makes some places sacred?</u> (Linked questions: L2.4, U2.4). -Identify special objects and symbols found in places of worship and be able to say something about what they mean and how they are used. -Talk about ways in which stories, objects and symbols are used in Churches, Gurdwaras and Mosques show what people believe in. -</p>	<p><u>1.6 How and why do we celebrate special and sacred times?</u> (Part 2) <u>1.1 Who is a Christian and what do they believe?</u> (Part 2) (Linked questions: 1.2, 1.3, L2.1, U2.1). -Talk about some simple ideas about Christian beliefs about God and Jesus. -Re-tell a story that shows what Christians might think about God. -Ask some questions about believing in God and offer some ideas of their own.</p>	<p><u>L2.5 Why are festivals important to religious communities?</u> (Linked questions: 1.6, U2.5). -Make connections between stories, symbols and beliefs with what happens in at least two festivals. -Ask questions and give ideas about what matters most to believers in festivals (e.g. Diwali). - Identify similarities and differences in the way festivals are celebrated within and between religions.</p> <p><u>L2.4 Why do people pray?</u> (linked questions: 1.5, U2.4). -Describe the practice of prayer in the religions studied (Christianity and Hinduism). -Make connections between what people believe about prayer and what they do when they pray.</p>	<p><u>L2.6 Why do some people think that life is a journey and what significant experiences mark this?</u> (Linked questions: 1.6). -Suggest why some people see life as a journey and identify some of the key milestones on this journey. - Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief. -Describe what happens in Christian and Sikh ceremonies of commitment and say what these rituals mean.</p>	<p><u>U2.4 If God is everywhere, why go to a place of worship?</u> (Linked questions: 1.7, L2.5). -Make connections between how believers feel about places of worship in different traditions. - Give examples of how places of worship support believers in difficult times, explaining why this matters to believers. - Present ideas about the importance of people in a place of worship, rather than the place.</p>	<p><u>U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity?</u> -Describe and make connections between examples of religious creativity (buildings and art). - Show understanding of the value of sacred buildings and art. - Suggest reasons why some believers see generosity and charity as more important than buildings and art.</p>

	Ask good questions during a school visit about what happens in a Church or a Gurdwara.		-Describe ways in which prayer can comfort and challenge believers. -Describe and comment on similarities and differences between how Christians and Hindus pray.			
--	--	--	--	--	--	--

Living

Religious practices and ways of living; questions about values and commitments

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><i>Through the understanding the world strand:</i></p> <p>I know some similarities and differences between different religious and cultural communities in this country.</p>	<p><u>1.7 What does it mean to belong to a faith community?</u> (Linked questions: L2.7, U2.6). - Recognise and name some symbols of belonging from their own experience, for Christians and Muslims, suggesting what these might mean and why they matter to believers. - Respond to examples of cooperation between different people. - Identify two ways people show they belong to each other when they get married.</p>	<p><u>1.8 How do we show we care for others and the world, and why does it matter?</u> (Linked questions: L2.9, U2.7). -Recognise that some people believe God created the world and so we should look after it. - Re-tell Bible stories about caring for others and the world. -Identify ways that some people make a response to God by caring for others and the world.</p>	<p><u>L2.7 What does it mean to be a Christian in Britain today?</u> (Linked questions: 1.7, U2.6). -Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings. -Suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes. -Discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others.</p>	<p><u>L2.9 What can we learn from religions about deciding what is right and wrong?</u> (Linked questions: 1.8, U2.7). -Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions. - Make connections between stories of temptation and why people can find it difficult to be good. -Give examples of ways in which some inspirational people have been guided by their religion.</p>	<p><u>U2.7 What matters most to Christians and Humanists?</u> (Linked questions: 1.8, L2.9). -Suggest ideas about why humans can be both good and bad, making links with Christian ideas. - Describe some Christian and Humanist values simply. -Express their own ideas about some big moral concepts, such as fairness, honesty etc. comparing them with the ideas of others they have studied. -Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view.</p>	<p><u>U2.6 What does it mean to be a Muslim in Britain today?</u> (Linked questions: 1.7, L2.7). -Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad. -Describe and reflect on the significance of the Holy Qur'an to Muslims. -Make connections between the key functions of the mosque and the beliefs of Muslims.</p>