



R.E. Progression Map

RE	Autumn	Spring	Summer
Nursery	<p><u>Personal, Social and Emotional Development</u> Playing with other children and forming good relationships with peers and familiar adults. Being aware of their own feelings and knowing that some actions and words can hurt others' feelings. Adapting behaviour to different events, situations and changes to routine.</p> <p><u>Literacy</u> Listening to traditional stories. The Christmas Story.</p> <p><u>Understanding the World</u> Showing care and concern for living things and the environment</p>		
Reception	<p>Term 1 Myself: What am I excited about? New beginnings – starting school. Belonging to family, class and wider community. Harvest Festival. <i>(Building on awareness of own feelings)</i></p> <p>Term 2 Special Times: What is a special time in your life? Diwali, Hannukah, Christmas. <i>(Building of prior knowledge of the Christmas Story)</i></p>	<p>Term 1 Special Times: Chinese New Year. Christian Story. Caring for the world. <i>(Building on 'Showing care and concern for living things and the environment')</i></p> <p>Term 2 New Life: Nature. Mothering Sunday. Easter Story. Easter – Palm Sunday, Good Friday and Easter Sunday.</p>	<p>Term 1 Special People: Special people in the community. Jesus as a special person, healer, teacher, leader.</p> <p>Term 2 Special People: Disciples (friendship). Noah. <i>(Building on 'forming good relationships with peers and familiar adults' and 'Listening to traditional stories.')</i></p>
Year 1/2 Cycle 1	<p>Term 1 Belonging: <i>What does it mean to belong?</i> Belonging to Christianity</p> <p>I can talk about what is important to me and to other people. <i>(Building on prior</i></p>	<p>Term 1 Believing: <i>What do you believe in?</i> God as a Creator, Special books – bible and Torah</p> <p>I can recognise verbal and visual forms of</p>	<p>Term 1 Celebrations? <i>What are celebrations?</i> Baptism, Birthday, wedding</p> <p>I can use some religious words and phrases to recognise and name features of religious life and practice.</p>



	<p><i>learning in Reception Myself Unit looking at belonging to family, class and wider community).</i></p> <p>Term 2 Belonging: <i>Belonging to Judaism Christmas the birth of Jesus</i></p> <p>I can remember a religious story (the Christmas Story) and talk about it. <i>(Building on prior learning in Reception Special Times Unit looking at the Christmas Story).</i></p>	<p>religious expression.</p> <p>Term 2 New life / Symbols: <i>What are symbols? Do we know any Christian symbols? What is special to you and to Christians? Easter Story. Jewish Symbols.</i></p> <p>I can recognise symbols (Christian and Jewish).</p> <p>I can remember a religious story (the Easter Story) and talk about it. <i>(Building on prior learning in Reception New Life Unit looking at Easter).</i></p>	<p>I can talk about things that happen to me. <i>(Building on prior learning in Reception Special Times Unit)</i></p> <p>Term 2 Myself: <i>What is special about me? Valuing each other. Prayer. Symbols that represent us.</i></p> <p>I can talk about what I find interesting or puzzling. <i>(Building on work on symbols earlier in Year 1)</i></p>
<p>Year 1/2 Cycle2</p>	<p>Term 1 Believing/Story: <i>What makes a good story? The Bible is a special book (old and new testament) Listen and respond to stories of OT and NT.</i></p> <p>I can recognise that some questions cause people to wonder and are difficult to answer. <i>(Building on prior learning in Year 1 Believing Unit looking at the Bible).</i></p> <p>Term 2 Believing/Story: <i>Parables and</i></p>	<p>Term 1 Jewish Symbols and Belongings: <i>What do you belong to? Jewish family life, Shabbat, Jewish symbols (menorah, mezuzah, shofar and seder plate, special clothing (tallit and kippah). Recap the Hanukkah story.</i></p> <p>I can use religious words and phrases to identify some features of religion and its importance to some people.</p> <p>I can suggest meanings for religious actions and symbols. <i>(Building on prior learning of Judaism in Year 1 and recapping the Hannukkah story from Reception).</i></p> <p>Term 2 Jewish Symbols and</p>	<p>Term 1 Leaders and Teachers: <i>What is a leader? What makes a good leader? Moses, Jesus, Headteacher, Vicar, leaders in the wider community</i></p> <p>I can respond sensitively to questions about my own and others' experiences and feelings. <i>(Linked to work in Reception looking at Special People).</i></p> <p>Term 2 Leaders and Teachers:</p>



	<p><i>Christmas Story: The Good Samaritan, The prodigal son, the lost sheep, the Christmas story.</i></p> <p>I can retell religious stories (The Good Samaritan, The prodigal son, the lost sheep, the Christmas story) <i>(Building on prior learning in Reception and Year 1 about the Christmas Story)</i></p>	<p>Belongings: Introduction to <i>Synagogue, Easter Story</i></p> <p>I can retell religious stories (Easter Story). I have begun to show an awareness of similarities in religions (places of worship). <i>(Building on prior learning of Judaism in Year 1 and earlier in Year 2 and the Easter Story from Reception and Year 1).</i></p>	<p><i>Develop an understanding of the Queen, the Pope, Mother Teresa as a leader</i></p> <p>In relation to matters of right and wrong, I can recognise my own values and those of others. <i>(Linked to previous unit).</i></p>
<p>Year 3/4 Cycle 1</p>	<p>Term 1 Hinduism: <i>God in different forms, symbols, Story of Lakshmi, Krishna.</i></p> <p>I can use a developing range of religious vocabulary to describe and show understanding of sources, practices, beliefs, ideas, feelings and experiences. I can describe what inspires and influences myself and others. <i>(Building on previous Hinduism learning in Year 3 as well as work on symbols in Year 2 and 3)</i></p> <p>Term 2 Christianity: <i>What are the Gospels? Christmas Story through Matthew and Luke’s eye. Christian calendar</i></p> <p>I can describe similarities and differences both within and between religions. <i>(Building on prior knowledge of the</i></p>	<p>Term 1 Judaism: <i>Jewish Festivals – Rosh Hashanah, Yom Kippur, Pesach, Passover Meal (link to Sedar plate) Shavuot.</i></p> <p>I can describe the impact of religion on people’s lives. I can suggest meanings for a range of forms of religious expression. I can apply my ideas to my own and other people’s lives. <i>(Building on Year 2 unit on Jewish symbols and belonging – Sedar plate)</i></p> <p>Term 2 Christianity: <i>Easter story through Luke and Mark’s eyes as a comparison. Easter Symbols.</i></p> <p>I can describe similarities and differences both within and between religions. I can raise and suggest answers to, questions of identity, belonging, meaning, purpose, truth, values and commitments.</p>	<p>Term 1 Christianity: <i>God as a Creator and sustainer (recap creation story) Different creation stories. Parables – the house on the rock, the rich fool, the hidden treasure.</i></p> <p>I can describe similarities and differences both within and between religions. <i>(Building on knowledge of the creation story from Year 1 Believing Unit)</i></p> <p>Term 2 Islam: <i>Islamic Festivals – Ramadan, Eid-ul-fitr, Sawm (4th pillar).</i></p> <p>I can describe the impact of religion on people’s lives. I can suggest meanings for a range of forms of religious expression. <i>(Building on Islam unit in Year 3)</i></p>



	<i>Christmas story through comparing and reflecting on different versions)</i>	<i>(Building on prior learning of the Easter Story in Reception and KS1 as well as comparing two versions of a story earlier on in Year 4)</i>	
<p>Year 3/4 Cycle 2</p>	<p>Term 1 Hinduism: <i>One god or more? Diwali Festival Focus, the story of Rama and Sita.</i></p> <p>I can ask important questions about life and compare my ideas with those of other people. I can make links between beliefs and sources, including religious stories and sacred texts. <i>(Link to work on Diwali in Reception)</i></p> <p>Term 2 Christianity: <i>The Christian calendar (Advent) and customs: key celebrations and events</i></p> <p>I have begun to identify the impact religion has on believers' lives. I can describe some forms of religious expression. <i>(Building on knowledge from Foundation Stage and Key Stage 1)</i></p>	<p>Term 1 Judaism: <i>What do you think a Messiah is? Jewish Symbols The Torah – Genesis and Deuteronomy, Abraham and the promise, 10 Commandments.</i></p> <p>Uses a developing religious vocabulary to describe some key features of religions, recognising similarities and differences. <i>(Building on/extending prior learning from Year 1 and 2 looking at Judaism and symbols).</i></p> <p>Term 2 Christianity: <i>Revisit The Bible: a special book. Bible stories – feeding of the five thousand, Blind Bartimaeus, Good Friday, Easter Sunday.</i></p> <p>I can make links between beliefs and sources, including religious stories and sacred texts. I can link things that are important to me and other people with the way I think and behave. <i>(Building on bible story work in Year 2)</i></p>	<p>Term 1 Christianity: <i>Church services: What are the different services that would take place in a church? What is baptism? Conformation? Wedding? Funeral?</i></p> <p>I have begun to identify the impact religion has on believers' lives. I can describe some forms of religious expression. <i>(Building on Celebrations Unit in Year1)</i></p> <p>Term 2 Islam: <i>Traditions, family and places of worship. Allah and Muhammad, the five pillars, The Qur'an, Muhammed's life.</i></p> <p>I can describe some forms of religious expression. I have begun to identify the impact religion has on believers' lives. I can compare some of the things that influence me with those that influence others. <i>(Linked to prior knowledge of Judaism and Christianity as a comparison)</i></p>
<p>Year 5/6 Cycle 1</p>	<p>Term 1 Christianity: <i>Pilgrimage - Lourdes, Lindisfarne, Iona, Canterbury.</i></p> <p>I can ask and suggests answers to,</p>	<p>Term 1 Hinduism: <i>Pilgrimage and Holi. Importance of River Ganges.</i></p> <p>I can understand that similarities and</p>	<p>Term 1 Judaism: <i>Customs – bar/bat mitzvah, weddings, death and synagogue.</i></p> <p>I can use an increasingly wide religious</p>



	<p>questions of identity, belonging, meaning, purpose and truth, values and commitments, relating them to my own and other's lives. <i>(Building on prior knowledge of Christianity from KS1 and LKS2)</i></p> <p>Term 2 Islam: Routines, daily life, customs relating to death and mourning and pilgrimage.</p> <p>I can use an increasingly wide religious vocabulary to explain the impact of beliefs on individuals and communities. <i>(Building on prior knowledge of Islam in Year 3)</i></p>	<p>differences illustrate distinctive beliefs within and between religions and suggests possible reasons <i>(Building on knowledge of pilgrimage from start of Year 5 and Hinduism units in Year 3 & 4)</i></p> <p>Term 2 Christianity: <i>Bible passages - the Gospels – stilling of the storm, feeding of the five thousand, healing of a leper. How do Christians view God?</i></p> <p>I can describe why people belong to religions. I can explain how religious sources are used to provide answers to ultimate questions and ethical issues, recognising diversity in forms of religious, spiritual and moral expression, within and between religions. In relation to matters of right and wrong, I can recognise my own values and those of others. <i>(Building on prior knowledge of Christianity and bible passages from KS1 and LKS2 and revisit feeding of the five thousand from Year 3)</i></p>	<p>vocabulary to explain the impact of beliefs on individuals and communities. <i>(Building on prior knowledge of Judaism from KS1 and LKS2)</i></p> <p>Term 2 Christianity: <i>Favourite bible passages and prayer. Symbols.</i></p> <p>I can explain how religious sources are used to provide answers to ultimate questions and ethical issues, recognising diversity in forms of religious, spiritual and moral expression, within and between religions. I can explain what inspires and influences me, expressing my own and others' views on challenges of belonging to a religion. <i>(Building on prior knowledge of Christian bible passages and symbols from KS1 and LKS2)</i></p>
<p>Year 5/6 Cycle 2</p>	<p>Term 1 Christianity: <i>Christian charities: Developmental charities, unfairness in the world, Christian Aid.</i></p> <p>I can use religious and philosophical vocabulary to give informed accounts of</p>	<p>Term 1 Hinduism: <i>Hindu ceremonies: Namakaran, sacred thread ceremony, Hindu weddings, funerals</i></p> <p>I can interpret the significance of different forms of religious, spiritual and moral</p>	<p>Term 1 Judaism: <i>What makes a good leader? Moses and the Ten Commandments, Persecution of Jews, Anne Frank, Jewish Relief Organisation.</i></p>



	<p>religion and beliefs, explaining the reasons for diversity within and between them. <i>(Building on prior knowledge of Christianity from KS1 and LKS2)</i></p> <p>Term 2 Islam: <i>Teaching of Islam, Islamic relief organisation, challenges of belonging to the muslim faith</i></p> <p>I can consider the challenges of belonging to a religion in the contemporary world, focusing on values and commitments. <i>(Building on prior knowledge of Christianity from KS1 and LKS2 and linked to previous unit on Christian charity - comparison)</i></p>	<p>expression. <i>(Building on prior knowledge of Hinduism from LKS2- comparison with Christian ceremonies)</i></p> <p>Term 2 Christianity: <i>Christians who inspire us: Achievements of Mary Mother of Jesus, St Paul, John Wesley, Martin Luther King.</i></p> <p>I can express insights into my own and others' views on questions of identity and belonging, meaning, purpose and truth. <i>(Building on prior knowledge of Christianity and Leaders/Special People from Reception, KS1 and LKS2)</i></p>	<p>Uses reasoning and examples to express insights into the relationships between beliefs, teachings and world issues. I can explain why the impact of religions and beliefs on individuals, communities and societies varies. <i>(Building on prior knowledge of Judiasm from KS1 and LKS2 and work on Leaders and Teachers in Year 2)</i></p> <p>Term 2 Hinduism: <i>Mahatma Gandhi, Salt March, Independence of India.</i></p> <p>Interprets sources and arguments, explaining the reasons that are used in different ways by different traditions to provide answers to ultimate questions and ethical issues. <i>(Building on prior knowledge of Hinduism from LKS2 and Year 5)</i></p>
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