

Religious Education Progression Map

Respect Compassion Perseverance Creation Service

Progression in Christianity

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
• Develop curiosity as to why Christians do nativity plays at Christmas. • Explain why Christians give and receive presents at Christmas. • Explore why Christians say Jesus is special through the miracle stories. • Talk about how Christians might worship God in church. • Recall key important aspects of the Easter story & begin to say why Christians think the resurrection is important. • Talk about the Bible as a special book for Christians which has many special stories.	• Explain how Christians view the creation of the world and try to take care for it, (stewardship). • Explore what it means to Christians to belong to a church, e.g. Baptism (both adult and infant) • Identify key aspects of the Christmas story and explain why Jesus was good news for Christians. • Recall key teachings Christians believe about God found in the 'lost' parables, the parable of the good Samaritan & other parables studied. • Describe key important things Christians believe about Jesus. Refer to the Easter story, life & teachings of Jesus.	• Understand the Bible is a holy book (special) and explain why it might be important to Christians. • Describe key important things Christians believe about Jesus. Refer to the Easter story, life & teachings of Jesus. • Explore what it means to Christians to belong to a church, e.g. Baptism (both adult and infant)	• Explain how Christians see God as 'Three in One' (Father, Son & Holy Spirit) through symbols. (Trinity) • Suggest what Christians can learn about Jesus from nativity stories and the Easter story. • Describe and suggest reasons why Christians use titles to describe Jesus including Christmas & Easter (eg Saviour, Emmanuel, Messiah, Light of the World) • Understand the concept of salvation means 'to be rescued' from sin. • Describe how Christians live their lives as disciples and choose to follow Jesus.	• Understand the concept of salvation means 'to be rescued' from sin. • Describe how Christians live their lives as disciples and choose to follow Jesus. • Explain why & how people lives changed when they met Jesus.	• Evaluate how Christians around the world celebrate the good news of Jesus at Christmas. (Incarnation) • Explain how the life of Jesus was a sacrifice. • Describe how references to Jesus' death and resurrection found in the Church (artefacts, ritual, or text) reinforce the Christian idea of forgiveness. • Explain how Christians seek to live to advance the Kingdom of God on Earth through the lives they lead. • Evaluate diverse Christian expressions of worship.	• Explain how the life of Jesus was a sacrifice. • Outline how Christians interpret Genesis in the light of the Big Bang theory. • Explain how Christians seek to live to advance the Kingdom of God on Earth through the lives they lead. • Evaluate diverse Christian expressions of worship.

Progression in Judaism

		• Identify that the Torah is a holy book for Jews and how there are rules to help guide a Jew in their lives. • Describe how Shabbat (day of rest) is	• Reflect on why and how Jews worship. • Explain the importance of the Covenant for Jews • Explain key features			

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Understanding the World: Past & Present – Talk about the lives of the people around them & their roles in society.		important to a Jew and how Jews may go to Synagogue during this period. • Identify some different artefacts and symbols of Judaism and recognise some of these in the Synagogue. (Yad, Mezuzah, Menorah, Star Of David.) • Describe how Jewish families celebrate festivals with reference to the story of Esther and Purim.	in a synagogue (Ark, Bimah, some women and men sit in different spaces, head covering), how worship happens there and explore how this relates to Jewish belief. • Evaluate why Pesach (Passover) is important to Jews as an act of commemoration linked to the story of Moses.			

Progression in Islam

• *Understanding the World: People, Culture and Communities* - Know some similarities and differences between different religious/non-religious communities & how they celebrate in this country. Explore Eid. • *Understanding the World: Past & Present* – Talk about the lives of the people around them & their roles in society.	• Talk about who Muslims say Allah and Muhammad (pbuh) are e.g. 99 names of Allah / Prophet of God. • Explain that the Qur'an is the holy book of Islam and say how it should be treated. • Show an understanding of at least two Muslim artefacts and explain how they are used. (Qur'an stand and Misbaha (Islamic Prayer Beads) • Describe at least three things that might happen at a Muslim baby's naming ceremony. (Whispering into baby's ear, sweet taste of dates, hair shaved and weighed) • Describe at least three things that might happen at a Muslim marriage. (Gifts, clothing, contract.)	• Explain that the Qur'an is the holy book of Islam and say how it should be treated.	• Identify and recognise the Qur'an as the sacred book for Muslims. Explain how and why Muslims treat it with respect and believe it to be the exact words of 'Allah' (God)	• Identify and understand that Muslims believe the Prophets (including Jesus) who came before Muhammad (pbuh) all taught the same message, and that Muhammad (pbuh) is the last and final prophet. • Recall at least 3 key facts about the story of the 'Night of Power' Muhammad's (pbuh) first revelation. • Identify and recognise the Qur'an as the sacred book for Muslims. Explain how and why Muslims treat it with respect and believe it to be the exact words of 'Allah' (God) • Describe 3 ways Muslim worship shows devotion to Allah referring to life at home & in the Mosque. (Prayer, prayer mat, direction of prayers.) • Analyse how the main features of a mosque explain Muslim key	• Identify, describe, and explain key Muslim beliefs related to Allah (God). • Describe how Muslims believe that to have 'inner peace with God' humans must follow & submit to Allah's guidance & will. Including Jihad to have 'inner struggle with oneself' to make oneself a better Muslim. • Name the Five Pillars and explain why they are important to the majority of Muslims. • Explain & assess how all Muslims are part of the 'Ummah' by showing how the Five Pillars enable Muslims to have peace with God. • Explain how Muslims' organisations help people in need.	
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				beliefs. (Washroom, Minarets, direction Mecca, removing shoes)		
Progression in Hindu Dharma						
• Understanding the World: People, Culture and Communities - Know some similarities and differences between different religious/non-religious communities & how they celebrate in this country. Explore Diwali • *Understanding the World: Past & Present* – Talk about the lives of the people around them & their roles in society.			• Explain how a Hindu may worship at home or in the mandir. • Describe and explain how a Hindu celebrates Diwali and Holi. • Explain how a Hindu may view God. • Retell some Hindu stories and explain their significance for a Hindu. • Analyse a Hindu's journey of life and significant events along the way.	• Retell some Hindu stories and explain their significance for a Hindu. • Analyse a Hindu's journey of life and significant events along the way.		• Explain how a Hindu may view God. • Analyse a Hindu's journey of life and significant events along the way.

Progression in Sikhism

					• Explain how Sikhs believe in all pathways leading to God. • Explain the symbolism of the 5Ks for some Sikhs. (Khalsa Sikhs wear 5Ks generally, others may have some of the symbols e.g., Kara). • Analyse how Sikhs show community and equality in their lives. (eg Langar, charity, all people are equal, values, duty)	• Explain how Sikhs believe in all pathways leading to God. • Describe the founder of Sikhi, Guru Nanak and recall key events in his life. • Describe what happens in the Gurdwara (eg welcoming a new baby, Khanda, Langar, Guru Granth Sahib, prayer hall, 4 doors), how the Guru Granth Sahib is treated with respect. • Discuss how Sikhs worship in Gurdwaras around the world.
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Progression in Humanism

	• Explain how a Humanist understands human beings, where they came from, that they have good and bad features and how they can help make the world a better place.	• Explain how a Humanist understands human beings, where they came from, that they have good and bad features and how they can help make the world a better place. • See how Humanists understand the world by asking questions, looking for evidence and believe the world to be a natural place. • Recognise the Happy Human as a symbol for Humanism and that there are different ways to be happy. • Explain how Humanists try to approach life by being kind to people, animals and the planet. How people feel and how they should be treated. • Why Humanists value human achievements, promote freedom and fairness and want to make the world a better place.	• Explain how Humanists look to science for explanations of origins as evolved animals. • Describe how Humans have the potential to make the world a better place and have responsibilities to the planet and each other • Discuss how Humanists recognise how beliefs may be questioned, supporting freedom of belief and how science may provide answer. • Understand there is no single way to be happy as humans are all different and you should be free to pursue what makes you happy as long as this causes no harm.			

Progression for Comparing World Views						
	• Retell two stories that explain how the world was made. • Explain how different groups of people believe the world was made (Hindu, Genesis, Big Bang Theory.) • Describe how religious and non-religious people say we should care for the world. (St Francis, David Attenborough)					**Diversity** • Analyse how religious diversity originated in the UK and give some examples. • Identify the origins of religious and non-religious worldviews around the world and place on a timeline • Reflect on my own identity in relation to historical and cultural influences after studying a range of different worldviews. **Science and Belief** • Explore whether the Big Bang Theory disproves the Genesis accounts of creation. • Comparing the views of the afterlife across a selection of religious worldviews to Christianity. (Views to be selected which are relevant to the individual school context). • Compare Humanist view that Humans are made by matter with no disembodied spirit or soul and there is one life to the Christian view. • Explain why Humanists feel that science is a process which allows claims to be tested. • Discuss if Christian

						spiritual experience can co-exist alongside scientific principles. ***Equality & Justice*** • Define the terms equality, justice and fairness and discuss examples from different world views and how these can be demonstrated in the United Nations Declaration of Human Rights and The Equality Act. • Explain how Humanists and others believe that what we share is greater than that which divides us and how people should be treated equally and compare to other views. • Discuss our local, wider and global societies and the inequalities which exist. How prejudice, discrimination can be spread on social media *(with reference to racism e.g., Islamophobia, Anti-Semitism or other recent news articles.)* • Discuss how a range of world views teach about care of the environment including the sacred status of the cow in Hindu Dharma. • Discuss how people

						can work together in unity to make the world a better place with reference to the story of The Fingers of One Hand from the Baha'i community. • Give two examples of how changemakers from different world views are making a fairer world.