



RE progression map – knowledge and skills

INTENT

Pupils should extend their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They should be introduced to an extended range of sources and subject specific vocabulary. They should be encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life. Pupils should 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.

Aims: The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

IMPLEMENTATION – overview

Key: **Believing**, **Expressing**, **Living**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	L2.1 What do different people believe about God?	L2.5 Why are festivals important to religious communities?	L2.4 Why do people pray?	L2.2 Why is the Bible so important for Christians today?	L2.7 What does it mean to be a Christian in Britain today? What does it mean to be a Hindu in Britain today?	
Year 4	L2.3 Why is Jesus inspiring to some people?	L2.5 Why are festivals important to religious communities?	L2.6 Why do some people think that life is like a journey and what significant experiences mark this?	L2.9 What can we learn from religions about deciding what is right and wrong?	L2.8 What does it mean to be a Sikh in Britain today?	
Year 5	U2.1 Why do some people think God exists?	U2.4 If God is everywhere, why go to a place of worship?	U2.2 What would Jesus do? (Can we live by the values of Jesus in the twenty-first century?)		U2.6 What does it mean to be a Muslim in Britain today?	
Year 6	U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity?	U2.8 What difference does it make to believe in Ahimsa (harmlessness), grace and/or Ummah (community)?	U2.3 What do religions say to us when life gets hard?		U2.7 What matters most to Christians and Jews? What matters most to Humanists?	

RE teaching and learning should enable pupils to...

A. Know about and understand a range of religions and worldviews.	B. Express ideas and insights about the nature, significance and impact of religions and worldviews.	C. Gain and deploy the skills needed to engage seriously with religions and worldviews.
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End of key stage outcomes:

RE should enable pupils to:

A1. 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.	B1. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.	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.
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 teachings that arise from 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.	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.
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.	B3. 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.	C3. 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.

IMPLEMENTATION – progression

Key: Believing, Expressing, Living

	Year 3 Christianity and Hinduism
Knowledge & Skills: Express ideas and insights about the nature significance and impact of religions and world views.	<p>Key Question L2.1: What do different people believe about God? Suggest why having a faith or belief in something can be hard (B2). Identify how and say why it makes a difference in people’s lives to believe in God (B1).</p> <p>Key Question L2.2: Why is the Bible important for Christians today? Give examples of how and suggest reasons why Christians use the Bible today (B1).</p> <p>Key Question L2.4 Why do people pray? Describe ways in which prayer can comfort and challenge believers (B2). Describe and comment on similarities and differences between how Christians and Hindus pray (B3).</p> <p>Key Question L2.5: Why are festivals important to religious communities? Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Diwali) (B2).</p> <p>Key Question L2.7 What does it mean to be a Christian in Britain today? 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 (B2).</p> <p>Key Question L2.8 What does it mean to be a Hindu in Britain today? Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes (B2)</p>
Knowledge & Skills: Gain and deploy the skills needed to engage seriously with religions and world views.	<p>Key Question L2.1: What do different people believe about God? Ask questions and suggest some of their own responses to ideas about God (C1).</p> <p>Key Question L2.2: Why is the Bible important for Christians today? Discuss their own and others’ ideas about why humans do bad things and how people try to put things right (C3).</p> <p>Key Question L2.5: Why are festivals important to religious communities? Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives (C1).</p> <p>Key Question L2.7 What does it mean to be a Christian in Britain today? 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 (C2).</p> <p>Key Question L2.8 What does it mean to be a Hindu in Britain today?</p>

	Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2).
Knowledge - Know about and understand a range of religions and world views.	<p>Key Question L2.1: What do different people believe about God? Describe some of the ways in which Christians and Hindus describe God (A1).</p> <p>Key Question L2.2: Why is the Bible important for Christians today? Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation (A2). Describe some ways Christians say God is like, with examples from the Bible, using different forms of expression (A1).</p> <p>Key Question L2.4 Why do people pray? Describe the practice of prayer in the religions studied (A2). Make connections between what people believe about prayer and what they do when they pray (A3).</p> <p>Key Question L2.5: Why are festivals important to religious communities? Make connections between stories, symbols and beliefs with what happens in at least two festivals (A2). Identify similarities and differences in the way festivals are celebrated within and between religions (A3).</p> <p>Key Question L2.7 What does it mean to be a Christian in Britain today? Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings (A1). Describe some ways in which Christian express their faith through hymns and modern worship songs (A2).</p> <p>Key Question L2.8 What does it mean to be a Hindu in Britain today? Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life (A1). Describe some ways in which Hindus express their faith through puja, aarti and bhajans (A2).</p>
Key knowledge:	<p>Know similarities and differences between Christian festivals and the Hindu festival of Diwali or Holi.</p> <p>Know places of worship (Church/Mandir), Holy book (Bible/Vedas), Gods and Goddesses (Trinity/Trimurti) and creation stories for both Christianity and Hinduism.</p> <p>Know similarities and differences between the Christian Lord's Prayer and the Hindu Gayatri Mantra.</p> <p>Know different ways that people pray, the symbols used and the impact of prayers.</p> <p>Know that the Bible tells the 'big story' of God's dealing with human beings (E.g creation, the fall, incarnation, salvation)</p> <p>Know how Christians use the Bible (E.g. for everyday prayer and Bible reading; in Bible study groups; read aloud in church, with people talking about the meaning).</p> <p>Know how ideas about God are shown in stories (E.g. Moses and the Burning Bush, Jonah, Pentecost)</p> <p>Know the basic beliefs of Christianity (God as trinity, Prayer, the 10 commandments, resurrection)</p> <p>Know the basic beliefs of Hinduism (Atman, Dharma, Karma and Moksha).</p> <p>Know how Hindu Murtis represent ideas about God.</p>
Key concepts revisited –	<p>Who is a Christian and what do they believe? (1.1-1.3)</p> <p>What can we learn from sacred books? (1.4)</p> <p>What makes some places sacred? (1.5)</p> <p>What does it mean to belong to a faith community? (1.7)</p>

Key: Believing, Expressing, Living

	Year 4 Christianity and Sikhism
Knowledge & Skills: Express ideas and insights about the nature significance and impact of religions and world views.	<p>What does it mean to be a Sikh in Britain today? Suggest at least two reasons why being a Sikh is a good thing in Britain today, and two reasons why it might be hard sometimes.</p> <p>Key Question L2.3: Why is Jesus inspiring to some people? Identify the most important parts of Easter for Christians and say why they are important (B1).</p> <p>Key Question L2.5: Why are festivals important to religious communities? Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Sikh Diwali) (B2).</p> <p>Key Question L2.6: Why do some people think that life is a journey? What significant experiences mark this? Suggest reasons why marking the milestones of life are important to Christians and Sikh people (B2).</p> <p>Key Question L2.9 What can we learn from religions about deciding what is right and wrong? Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions (B1). Give examples of ways in which some inspirational people have been guided by their religion (B1).</p>
Knowledge & Skills: Gain and deploy the skills needed to engage seriously with religions and world views.	<p>What does it mean to be a Sikh in Britain today? Discuss links between the actions of Sikhs in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others.</p> <p>Key Question L2.5: Why are festivals important to religious communities? Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives (C1).</p> <p>Key Question L2.6: Why do some people think that life is a journey? What significant experiences mark this? Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief (C1).</p> <p>Key Question L2.9 What can we learn from religions about deciding what is right and wrong? Discuss their own and others' ideas about how people decide right and wrong (C3).</p>
Knowledge - Know about and understand a range of religions and world views.	<p>What does it mean to be a Sikh in Britain today? Describe some examples of what Sikhs do to show their faith. Describe some ways in which Sikhs express their faith.</p> <p>Key Question L2.3: Why is Jesus inspiring to some people? Make connections between some of Jesus' teachings and the way Christians live today (A1).</p>

	<p>Describe how Christians celebrate Holy Week and Easter Sunday (A1). Give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter (A2).</p> <p>Key Question L2.5: Why are festivals important to religious communities? Make connections between stories, symbols and beliefs with what happens in at least two festivals (A2). Identify similarities and differences in the way festivals are celebrated within and between religions (A3).</p> <p>Key Question L2.6: Why do some people think that life is a journey? What significant experiences mark this? Suggest why some people see life as a journey and identify some of the key milestones on this journey (A2). Describe what happens in Christian and Sikh ceremonies of commitment and say what these rituals mean (A3).</p> <p>Key Question L2.9 What can we learn from religions about deciding what is right and wrong? Make connections between stories of temptation and why people can find it difficult to be good (A2).</p>
<p>Key knowledge:</p>	<p>Know similarities and differences between Christian events of Holy week/ Easter and the Sikh festival of Bandi Chhor Divas (Diwali). Know some of the parables of Jesus (E.g. The good Samaritan, The mustard seed) Know some inspirational Christians (E.g. Martin Luther King, Mother Teresa, Desmond Tutu) Know the 10 commandments. Know Christian temptation story (The Fall – Genesis 3) Know Sikh place of worship (Gurdwara), Holy book (Guru Granth Sahib) , Founder (Guru Nanak), and God (sargun, nirgun, Waheguru, Sath Nam, Akal Purakh) Know the duties of a Sikh (Nam Japna-pray, Kirt Karna –work, Vand Chhakna – give) Know some of the ceremonies which mark milestones (E.g. Baptism/ Amrit Sanchar, Wedding/ Anand Karaj) Know symbols in Sikhism and the commitment ceremony of Amrit – The 5 K's (Kara, Kachera, Kirpan, Khalsa, Kesh and Kanga.)</p>
<p>Key concepts revisited –</p>	<p>Who is Christian/ Jewish/Hindu and what do they believe? (1.1 -1.3) Why are festivals important to religious communities (Christianity and Hinduism)? (L2.5) How and why do we celebrate special and sacred times? (1.6) How should we care for others in the world and why does it matter? (1.8)</p>

Key: Believing, Expressing, Living

	Year 5 Christianity and Islam
Knowledge & Skills: Express ideas and insights about the nature significance and impact of religions and world views. B brown	<p>Key Question U2.1 Why do some people believe God exists? Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging (B2). Express thoughtful ideas about the impact of believing or not believing in God on someone's life (B1).</p> <p>Key Question U2.2 What would Jesus do? (Can we live by the values of Jesus in the twenty-first century?) Offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live (B3). Explain the impact Jesus' example and teachings might have on Christians today (B1).</p> <p>Key Question U2.4 If God is everywhere, why go to a place of worship? Select and describe the most important functions of a place of worship for the community (B3). Give examples of how places of worship support believers in difficult times, explaining why this matters to believers (B2).</p> <p>Key Question U2.6 What does it mean to be a Muslim in Britain today? Describe and reflect on the significance of the Holy Qur'an to Muslims (B1).</p>
Knowledge & Skills: Gain and deploy the skills needed to engage seriously with religions and world views. C green	<p>Key Question U2.1 Why do some people believe God exists? Present different views on why people believe in God or not, including their own ideas (C1).</p> <p>Key Question U2.2 What would Jesus do? (Can we live by the values of Jesus in the twenty-first century?) Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today (C3).</p> <p>Key Question U2.4 If God is everywhere, why go to a place of worship? Present ideas about the importance of <i>people</i> in a place of worship, rather than the <i>place</i> itself (C1).</p>
Knowledge - Know about and understand a range of religions and world views. A blue	<p>Key Question U2.1 Why do some people believe God exists? Outline clearly a Christian understanding of what God is like, using examples and evidence (A2).</p> <p>Key Question U2.2 What would Jesus do? (Can we live by the values of Jesus in the twenty-first century?) Outline Jesus' teaching on how his followers should live (A2).</p> <p>Key Question U2.4 If God is everywhere, why go to a place of worship? Make connections between how believers feel about places of worship in different traditions (A3).</p>

	<p>Key Question U2.6 What does it mean to be a Muslim in Britain today?</p> <p>Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad (A2). Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils (A2). Make connections between the key functions of the mosque and the beliefs of Muslims (A1).</p>
Key knowledge:	<p>Know the terms 'theist' (believes in God), agnostic (cannot say if God exists or not) and atheist (believes there is no god). Know the Genesis account of creation. Know the differences and similarities between different places of worship (E.g. Anglican/ Baptist church, Mandir, Orthodox/Reform Synagogue) Know different ways Christians worship (E.g. church, prayer, meditation) Know the teachings of some Christian parables (E.g. The good Samaritan, The lost son, The unforgiving servant, the sheep and the goats). Know Islamic place of worship (mosque), Holy book (Qur'an) , Founder (Muhammad – Sunnah and Hadith), and God (Allah) Know the 6 key beliefs held by Muslims (Allah, Angels, holy Books, Prophets, Day of Judgment and Predestination). Know the Five Pillars of Islam (Shahadah, Salah, Zakat, Sawm, Hajj) as an expression of ibadah (worship and belief in action), Shahadah (belief in one God and his Prophet).</p>
Key concepts revisited –	<p>What makes some places sacred? (1.7) What does it mean to belong to a Faith community? (1.7) What do different people believe about God? (L2.1) Why is the Bible so important for Christians today? (L2.2) Why is Jesus inspiring to some people? (L2.3) Why do people pray? (L2.5) What does it mean to be a Christian in Britain today? (L2.7) What does it mean to be a Hindu or Sikh in Britain today? (L2.8)</p>

Key: Believing, Expressing, Living

	Year 6 Christianity, Judaism and Humanism.
Knowledge & Skills: Express ideas and insights about the nature significance and impact of religions and world views. B brown	<p>Key Question U2.3 What do religions say to us when life gets hard? Express ideas about how and why religion can help believers when times are hard, giving examples (B2). Explain some similarities and differences between beliefs about life after death (B2). Explain some reasons why Christians and Humanists have different ideas about an afterlife (B3).</p> <p>Key Question U2.5: Is it better to express your religion in arts and architecture or in charity and generosity? Show understanding of the value of sacred buildings and art (B3). Suggest reasons why some believers see generosity and charity as more important than buildings and art (B2).</p> <p>Key Question U2.7 What matters most to Christians, Jews and Humanists? Describe some Christian, Jewish and Humanist values simply (B3). Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view (B2).</p> <p>Key Question U2.8: What difference does it make to believe in Ahimsa (harmlessness), Grace, and Ummah (community)? Outline the challenges of being a Hindu, Christian or Muslim in Britain today (B2). Consider similarities and differences between beliefs and behaviour in different faiths (B3).</p>
Knowledge & Skills: Gain and deploy the skills needed to engage seriously with religions and world views. C green	<p>Key Question U2.5: Is it better to express your religion in arts and architecture or in charity and generosity? Apply ideas about values and from scriptures to the title question (C2).</p> <p>Key Question U2.7 What matters most to Christians, Jews and Humanists? Express their own ideas about some big moral concepts, such as fairness, honesty etc., comparing them with the ideas of others they have studied (C3).</p>
Knowledge - Know about and understand a range of religions and world views. A blue	<p>Key Question U2.3 What do religions say to us when life gets hard? Outline Christian, Hindu and/or non-religious beliefs about life after death (A1).</p> <p>Key Question U2.5: Is it better to express your religion in arts and architecture or in charity and generosity? Describe and make connections between examples of religious creativity (buildings and art) (A1).</p> <p>Key Question U2.7 What matters most to Christians and Humanists? Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples (A2).</p> <p>Key Question U2.8: What difference does it make to believe in Ahimsa (harmlessness), Grace, and Ummah (community)?</p>

	<p>Make connections between beliefs and behaviour in different religions (A1).</p> <p>Make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions (A1).</p>
Key knowledge:	<p>Know Jewish place of worship (Synagogue), Sacred Text (Torah), Founder (Abraham) and Know the Ten Commandments and the story of Moses.</p> <p>Know the symbols used in Judaism (Menorah, Mezuzah, Yarmulke/Kippah, Tallit, Tefillin, Hamsa, Star of David)</p> <p>Know the main humanist beliefs (including belief in no god, religion or afterlife, science, ethical behaviour and live a positive life)</p> <p>Know the different ideas of heaven for Abrahamic Religions (Judaism, Christianity and Islam)</p> <p>Know how art is used as a form of worship (E.g. Christ of St John of the Cross by Salvador Dali, Statue from the Meenakshi Amman Temple, The Ardabil Carpet, Statue of Ksitigarbha Bodhisattva)</p> <p>Know key concepts about life after death in Christianity (such as judgement, heaven, salvation through Jesus); and Hinduism (karma, soul, samsara, reincarnation and moksha).</p> <p>Know how Gandhi practised ahimsa in the liberation of India.</p> <p>Know that Christians believe that grace from God means that God loves people unconditionally and is willing to offer forgiveness to anyone for anything.</p> <p>Understand the worldwide community of Islam (Ummah) and how it is expressed in pilgrimage to Makkah and in shared welfare through zakat.</p>
Key concepts revisited –	<p>How should we care for others and the world, and why does it matter? (1.8)</p> <p>What can we learn from religions about deciding right and wrong? (L2.9)</p>