

Beam County Primary School: Progression Map

Subject: RE



Key Concepts

Celebration

Worship/Ritual

Symbolism

Belonging

Commitment/Duty

Discuss and Debate

EYFS	End Points EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	End Points KS2
<p>Explore the Christian parable of the Good Samaritan</p> <p>Explore the Hindu festival of Diwali.</p> <p>Diwali celebrates good overcoming evil through the story of Rama and Sita.</p> <p>Explore the Christian festival of Christmas. It tells the story of the miraculous birth of Jesus</p> <p>Explore the Christian festival of Easter which tells the story of the death and resurrection of Jesus</p> <p>Recognise that stories can give messages to people who follow a particular religion about what is important and how they should behave</p>	<p>1. 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>Name and talk about key Christian objects, artefacts, beliefs, teachings and practices</p> <p>Investigate what happens at a church Christening or dedication service</p> <p>Learn about different types of families and what they share together</p> <p>Suggest meanings for religious actions and symbols</p> <p>Discuss and connect ideas between different religions</p> <p>Learn about the 5K's, Amrit and Sikh main beliefs</p> <p>Identify what happens in a Sikhi ceremony</p> <p>Retell at least two stories from different religions that tell people how to behave towards others</p>	<p>Retell a Christian story and say some things that Christians believe</p> <p>Show understanding of what Jesus taught people</p> <p>Explain why holy books are special</p> <p>Retell what different religions and world views teach about forgiveness</p> <p>Sequence the Easter story and say why it is important to Christians</p> <p>Explain what a Christian might learn from celebrating the Last supper</p> <p>Explain what food is special to eat at certain times for Muslims and Christians</p> <p>To retell and sequence the story of creation</p> <p>Explain what a Christian/Muslim/Jew</p>	<p>Analyse 2 different stories that challenge people and how they live from 2 different Religions</p> <p>Connecting ideas between religious stories and practices in religion</p> <p>Make connections between what I and others believe and do and between different religious festivals of light</p> <p>Explain 2 important symbols found in a synagogue</p> <p>Describe a synagogue's important features, connecting them to Jewish beliefs and Jewish people's lives in 21st century</p> <p>Explain how these objects help Jewish people to worship God.</p> <p>Relate the meaning from the story of Holi to Hindu practices today</p>	<p>Compare and contrast ideas about God</p> <p>Explain Hindu god characteristics shown through symbolic pictures</p> <p>Make links between the sayings of different religious groups and show how they are similar and different</p> <p>Outline similarities and differences between different places of worship in my neighbourhood</p> <p>Analyse the similar and different things Christians do to celebrate Easter</p> <p>Evaluate how Easter symbols are used by the different Christians</p> <p>Describe and understand links to stories and their impact in people's lives</p> <p>Make comparisons and explain why Hindu's and Muslims have certain marriage rituals</p>	<p>Connect a person's actions to their faith</p> <p>Suggest reasons for some of the similarities and differences between Matthew and Luke's account of the birth of Jesus</p> <p>Apply important messages from the original Christmas story to a modern-day situation</p> <p>Analyse the similarities and differences with reference to quotations from people or from the Qur'an and hadith</p> <p>Discuss how different Christians interpret a Bible story today</p> <p>Make links between the beliefs (teachings, sources etc.) of different Christian groups</p> <p>Enquire into and interpret ideas, sources and arguments from</p>	<p>Explain how Christian art forms are similar/different to other religions.</p> <p>Link and explain ideas from different religions on life and death.</p> <p>Acknowledge and appraise different views on life after death, as well as explaining with reasons to my own thoughts.</p> <p>Use the right religious words to describe and compare what practices and experiences may be involved in belonging to different religious groups</p> <p>Explain the roles and duties of religious leaders in several religions, including examples in both religious and secular communities.</p>	<p>1 Possess a strong knowledge of the religious belief system – historically and contemporarily.</p>

<p>Explore the Jewish festival of Sukkot which celebrates the autumn harvest and remembers God's goodness to the Jewish people</p> <p>Explore the Sikh festival of Guru Nanak's birthday which give Sikh people an opportunity to reflect and think about the man who started their religion and appreciate the wisdom of his teachings.</p> <p>Christians believe that everyone can be saved – no matter how lost they are.</p> <p>How Humanists believe it is possible to live a good and fulfilling life without following a traditional religion</p> <p>Eid-UI-Fitr occurs at the end of Ramadan</p> <p>Learn about basic Hindu beliefs and practices</p> <p>Explore a number of different places of worship</p>		<p>Retell Hindu stories and messages and explain what is important to a Hindu person and why</p>	<p>and what a Hindu would understand from their creation story</p>	<p>Describe what a Hindu might learn from celebrating Holi about what God is like</p> <p>Investigate Sikh symbols and sayings</p> <p>Linking similar teachings from different religions</p>		<p>different religions and worldviews</p> <p>Appraise different answers to the question about what God is like by a Sunni and Shia Muslims/ Christians/ Hindu and Sikh people thoughtfully</p>	<p>Comment on the role of religious leaders in UK government and worldwide politics</p> <p>Compare the roles of religious leaders with other religions.</p> <p>Describe and compare what practices and experiences may be involved in belonging to different churches at Easter</p> <p>Explain two or more religions and their celebrations, describing specific religious and cultural practices.</p>	
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Early Learning Areas

C&L: Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

UTW: Listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally and socially diverse world.

NC Alignment

KS1

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.

KS2:

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

Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.

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.

<p>Learn how they can treat others who live around them.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Recognise that stories can give messages to people who follow a particular religion about their religion and its fundamental beliefs and values.</p> <p>How stories without a religious element can also include a moral</p> <p>Develop an understanding of what makes a place special for them and others.</p> <p>Christians believe in belonging and that it is important to be part of a family.</p>	<p>2. Recognise a sense of belonging to particular groups that may be different to what others belong to.</p>	<p>Think about where they belong and special ceremonies that they have participated in</p> <p>Consider what is special about where I live and my family</p> <p>Explain why Muhammad is important for Muslims and how Muslim people show they belong to their religion</p>	<p>Describe what a believer might learn from a religious story or a sacred text and how they would apply this to their life</p> <p>Compare what is important to me to others</p>	<p>Describe a synagogue's important features, connecting them to Jewish beliefs and Jewish people's lives in 21st century</p> <p>Make connections between what I and others believe and do and between different religious festivals of light</p>	<p>Compare some of the things that are important to Hindu people in worship</p> <p>Explain why a person attends a place of worship and the benefits of going to a place of worship</p> <p>Explain what the most important part of Easter for a range of Christians is and why</p> <p>Explain what vows mean to me and others</p>	<p>Ask questions about the moral decisions I and other people make, and suggest what might happen as a result of different decisions</p> <p>Compare and contrast practices that are important to a Muslim person with my own life.</p> <p>Explain the impact of people's beliefs and their relationship to their actions</p> <p>Explain the impact of people's beliefs about the existence of God on their lives and practices</p>	<p>Explore different art forms used in Christianity to express belief about God.</p> <p>Describe why people belong to religions</p> <p>Ask questions about things that are important to me and other's around life and death and suggest answers that may relate to my own and other's lives.</p> <p>Describe why people belong to Christianity, and explain how similarities and differences in how Easter is celebrated makes a difference to their lives</p>	<p>2 Hold a sense of identity and belonging through independent thought.</p>
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Early Learning Areas

C&L: Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

UTW: Listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally and socially diverse world.

NC Alignment

KS1

Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.

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.

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

KS2

Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect

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								
<p>How Hindu people celebrate with family and friends, including the new clothes they wear and the greeting cards they send.</p> <p>How Christians mark Christmas in their homes as well as in their churches.</p> <p>How Christians mark Easter in their homes as well as in their churches</p> <p>Muslims believe that it is important to think of others and to want them to succeed and to be happy as much as we want it for ourselves.</p> <p>How Jewish people celebrate with family and friends, including the food eaten and the greeting cards they send.</p> <p>How Sikh people celebrate with family and friends, including the food eaten and the greeting cards they send.</p> <p>Stories can give messages to people even if they do not follow a particular religion</p> <p>How different worldviews can impact people's</p>	<p>3.Explain how different religious communities practise their religion or beliefs in a variety of ways.</p>	<p>Retell Christian stories and explain what is important to a Christian person in the story and why</p> <p>Explain the significance of Christmas to Christians</p> <p>List three things that show how the pupils are a good person and why following the Sikhi religion could make a Sikhi a good person, explaining why these actions are good and suggest ways in which the lists are similar or different</p> <p>Retell at least two stories from different religions that tell people how to behave towards others</p> <p>Explain and compare special things that happen in different families</p> <p>Draw and name all the objects on a puja tray and explain how they are used and why they are important to Hindu people.</p> <p>Understand how the everyday actions of a Muslim are influenced by their beliefs and Values</p> <p>Retell Muslim stories and messages and explain what is</p>	<p>Describe what a believer might learn from a religious story or a sacred text and how they would apply this to their life</p> <p>Explain how people can learn from holy books, why they are important to a believer</p> <p>Sequence the Easter story and say why it is important to Christians</p> <p>Explain why people fast and why it is important to believers</p> <p>Compare views with other people suggestions about how the world began</p>	<p>Make connections between what I and others believe and do and between different religious festivals of light</p> <p>Understand how a festival can help people to deepen their faith</p> <p>Apply teachings from Holi for a Hindu person's life today</p> <p>Apply how Sikh and English sayings impact people's lives today</p>	<p>Compare some of the things that are important to Hindu people in worship</p> <p>Describe how beliefs and stories from the Bible can have an impact today in people's lives</p> <p>Explain why Easter is so special to Christians</p> <p>Explain what the most important part of Easter for a range of Christians is and why</p> <p>Describe and understand links to stories and their impact in people's lives</p>	<p>Explain the impact of an inspirational person's life on other people</p> <p>Suggest reasons for the impact of the coming of Jesus in a Christian person's life</p> <p>Compare and contrast practices that are important to a Muslim person with my own life.</p> <p>Explain the impact of the Shahada on Muhammad's life and for a Muslim person today</p> <p>Explain the impact of Jesus' example in a number of different Christians lives helping them to live the right way</p> <p>Explain the impact of people's beliefs and their relationship to their actions</p> <p>Enquire into and interpret ideas, sources and arguments from different religions and worldviews</p> <p>Explain the impact of people's beliefs about the existence of God on their lives and practices</p>	<p>Comment on the symbolic importance of colours and music, with specific examples, associating these to specific Christian events and beliefs.</p> <p>Describe why people belong to religions and explain how similarities and differences within and between religions can make a difference to the lives of individuals and communities</p> <p>Critically evaluate the role of more than one religious leader in the world</p> <p>Describe why people belong to Christianity, and explain how similarities and differences in how Easter is celebrated makes a difference to their lives</p> <p>Explain how different Christians mark Easter as an important festival, expressing insight into the difference Easter makes to the lives of modern Christians</p> <p>Explain and give reasons for how some practices are forbidden in some religious and celebratory in others</p>	<p>3 Able to express insights and ideas about the nature, significance and impact of religions and worldviews in their community.</p>

<p>thinking and feelings.</p> <p>How Muslims pray at the mosque and celebrate Eid with family and friends</p> <p>Recognise that people have beliefs and celebrate special times in different ways</p>		<p>important to a Muslim person and why</p>						
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Early Learning Areas
 C&L: Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.
 UTW: Listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally and socially diverse world.

NC Alignment
KS1
 Find out about and respond with ideas to examples of co-operation between people who are different.

KS2
 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.
 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.

<p>Can communicate what is special to them.</p> <p>Can communicate what they do when celebrating special times</p> <p>Talk about a time when they were kind and generous, or a time when someone was kind and generous to them.</p> <p>Talk about their experiences of special celebrations, and journeys they have been on.</p> <p>Recall simple facts about what happens at home, or at the mosque, for Muslim people.</p>	<p>4.Can communicate regarding experiences they have had</p>	<p>Choose a present for a special baby and say why I have chosen it</p> <p>Explain what I would place on a tray to help someone from a different religion worship God.</p>	<p>Make relevant points in a discussion on forgiveness and link my ideas to everyday life</p> <p>Explore questions about meaning and values and express my own ideas and opinions in response to others using art, words or poetry</p> <p>Consider what I might give up and why if I were to fast</p> <p>Compare views with other people suggestions about how the world began</p>	<p>Ask an important question about life and challenge people to think about it</p> <p>Explain the meaning of light to me and others</p> <p>Explain my choices with reference to a specific religion</p> <p>Express my point of view</p>	<p>Apply ideas like guidance or inspiration to my own chosen 'favourite words'</p> <p>Express through art/drama/film or design what is important in religious practices in Barking & Dagenham.</p> <p>Why an issue matters and to come up with a number of things that could be done to resolve it</p> <p>Explain what vows mean to me and others</p> <p>Express my view, opinions on marriages and explain what is important to me and why</p>	<p>Ask questions about the moral decisions I and other people make, and suggest what might happen as a result of different decisions</p> <p>Explain, giving the reasons why expressing peace is important</p> <p>Use art as a response to expressing feelings (yours and other peoples) about peace.</p> <p>Appraise different answers to the question about what God is like by a Sunni and Shia Muslims/ Christians/ Hindu and Sikh people thoughtfully</p>	<p>Impart my own opinion on life and death linking to ideas from different religions.</p> <p>Acknowledge and appraise different views on life after death, as well as explaining with reasons to my own thoughts.</p> <p>Appraise different religious practices and evaluate reasons for them.</p> <p>Critically evaluate different religious and world views.</p>	<p>4 Possess strong powers of expression to discuss and debate their own opinion and those of others.</p>
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<p>Can communicate what they love and talk about how people might communicate their love for others.</p> <p>Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world.</p>						<p>Suggest reasons for and against people's trust and belief in God</p>		
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Early Learning Areas
 C&L: Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.
 C&L: By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively.
 UTW: Listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally and socially diverse world.

NC Alignment
KS1:
 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 questions of right and wrong and begin to express their ideas and opinions in response.

KS2:
 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
 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.