



Religious Education - Whole School Progression Map

Discovery MAT – Religious Education Curriculum Statement

Quotes that guide us:

‘No colour, no religion, no nationality should come between us, we are all children of God,’ Mother Teresa.

‘RE is like an iceberg. As you unpack ideas, you come to understand deeper meaning.’ Anon

Why is it important to teach RE? (Intent)

Religious Education (RE) is a compulsory subject in the state education system in England, despite it not being part of the National Curriculum. Schools are required to teach a programme of religious studies according to local and national guidelines. As well as being an obligation, we believe much can be gained from RE lessons

Learning about religion and learning from religion are important for all pupils, as Religious Education (RE) helps pupils develop an understanding of themselves and others. RE promotes the spiritual, moral, social and cultural development of individuals and of groups and communities. Good teaching of RE will inspire in pupils a curiosity, fascination and understanding about the values, beliefs and traditions of people around the world – including themselves. The teaching and understanding of respecting diversity is at the core of British Values and is delivered throughout our RE curriculum.

Key Concepts:

- Development of pupils’ knowledge and understanding of Christianity, other principal religions, and religious traditions.
- Encouragement of pupils to explore their own beliefs (whether they are religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics; and to express their responses.
- To enable pupils to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society.
- Teaches pupils to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice.
- To prompt pupils to consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion.

Curriculum Design (Implementation)

Our Trust RE curriculum is based on the Plymouth Agreed Syllabus 2020 – 2024 and will be adapted and amended to follow the new Plymouth Agreed Syllabus 2024-2029 throughout the 2024-2025 academic year. It follows a four-year rolling programme to allow for appropriate provision for mixed age classes. The religions studied in KS2 include Christianity, Hinduism, Islam Judaism, along with world views such as humanism. In KS1 the religions covered include Christianity, Islam and Judaism.

What we do well as a Trust (Impact)

It is clear to us as a Trust that religious education is not religious instruction. The “material” of religious education stands separately as an object for study and exploration and, as such, the personal beliefs of the pupils and teachers are “irrelevant”. It is every pupil’s entitlement to have access to the key concepts underpinning religions and beliefs whether they are of that tradition or not.

Religious Education Curriculum

National Curriculum Statements:

The 2019 Plymouth Agreed Syllabus has been created for Plymouth SACRE by RE Today, taking into account Plymouth’s local religious history. It provides a syllabus for RE for all our schools that is challenging, rigorous and exciting for the city’s pupils. Since 1944, all schools have been required to teach RE to all pupils on roll. RE remains part of the basic curriculum for all pupils.

This syllabus explains the value and purposes of RE for all pupils and specifies for teachers what needs to be taught in each age group. It provides a coherent framework for setting high standards of learning in RE and enabling pupils to reach their potential in the subject. It builds on the good practice established in the previous Plymouth syllabuses over many years.

The new Plymouth Agreed syllabus supports teachers in maintaining the required study of religion and non-religious worldviews at each key stage. The syllabus aims to ensure that RE continues to become more rigorous and challenging within the city and that children are given the opportunities to dig deeper into concepts as well as being given opportunities to learn in a creative way.



Religious Education - Whole School Progression Map

Religious Education - Curriculum Topic Overview

| | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
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| EYFS | BEING SPECIAL: WHERE DO WE BELONG <i>(All About Me)</i> | WHY IS CHRISTMAS SPECIAL FOR CHRISTIANS? <i>(Woodland Explorers)</i> | WHICH PLACES ARE SPECIAL AND WHY? <i>(To Infinity and Beyond)</i> | WHY IS EASTER SPECIAL FOR CHRISTIANS? <i>(Things that Grow)</i> | WHY IS THE WORD GOD SPECIAL FOR CHRISTIANS? <i>(Trains, Planes and Cars)</i> | WHICH STORIES ARE SPECIAL AND WHY? <i>(On the Seven Seas)</i> |
| Y1 | WHAT DO CHRISTIANS BELIEVE GOD IS LIKE? <i>(Amazing Me)</i> | WHO IS JEWISH AND HOW DO THEY LIVE? (GOD, TORAH, THE PEOPLE) <i>(Weather Watchers)</i> * Split across Term 2 and Term 5 | WHO DO CHRISTIANS SAY MADE THE WORLD (CREATION)? <i>(What's in the Toy Box?)</i> | HOW SHOULD WE CARE FOR OTHERS AND THE WORLD AND WHY DOES IT MATTER? <i>(Our Local Area)</i> | WHO IS JEWISH AND HOW DO THEY LIVE? (GOD/TORAH/THE PEOPLE) <i>(Women in History)</i> * Split across Term 2 and Term 5 | WHAT DOES IT MEAN TO BELONG TO A FAITH COMMUNITY? <i>(Kenya: Too Hot to Handle!)</i> |
| Y2 | WHO IS A MUSLIM AND HOW DO THEY LIVE? (GOD/TAWHID/BADAH/IMAN) <i>(Our Great Britain)</i> * Split across Term 1 and Term 3 | WHY DOES CHRISTMAS MATTER TO CHRISTIANS? (INCARNATION) <i>(British Bridges)</i> | WHO IS A MUSLIM AND HOW DO THEY LIVE? (GOD/TWAHID/BADAH /IMAN) <i>(Greenland: Below Zero)</i> * Split across Term 1 and Term 3 | WHY DOES EASTER MATTER TO CHRISTIANS? (SALVATION) <i>(UK Climate)</i> | WHAT IS THE 'GOOD NEWS' CHRISTIANS SAY JESUS BRINGS? (GOSPEL) <i>(World Explorers)</i> | WHAT MAKES SOME PLACES SACRED TO BELIEVERS? <i>(Commotion in the Ocean)</i> |
| Y3 | WHAT DO CHRISTIANS LEARN FROM THE CREATION STORY? (CREATION) <i>(Prehistoric Britain)</i> | WHAT IS IT LIKE FOR SOMEONE TO FOLLOW GOD? (PEOPLE OF GOD) <i>(Master of Disaster)</i> | HOW DO FESTIVALS AND WORSHIP SHOW WHAT MATTERS TO A MUSLIM? (IBADAH) <i>(Dinosaurs and Fossils)</i> | HOW DO FESTIVALS AND FAMILY LIFE SHOW WHAT MATTERS TO JEWS? (GOD/TORAH/THE PEOPLE) <i>(Food and Farming)</i> | HOW AND WHY DO PEOPLE TRY TO MAKE THE WORLD A BETTER PLACE? <i>(Egyptians)</i> | WHAT KIND OF WORLD DID JESUS WANT? (GOSPEL) <i>(Plymouth Hoe: Our City!)</i> |
| Y4 | WHAT IS THE 'TRINITY' AND WHY IS IT IMPORTANT FOR CHRISTIANS? (GOD/INCARNATIONS) <i>(Shang Dynasty)</i> | WHAT DO HINDUS BELIEVE GOD IS LIKE? (BRAMEN/ATMAN) <i>(Journey Through North America)</i> | WHAT DOES IT MEAN TO BE HINDU IN BRITAIN TODAY? (DHARMA) <i>(Ancient Greece)</i> | WHY DO CHRISTIANS CALL THE DAY JESUS DIED 'GOOD FRIDAY'? (SALVATION) <i>(Australia)</i> | FOR CHRISTIANS, WHEN JESUS LEFT, WHAT WAS THE IMPACT AT PENTECOST? (KINGDOM OF GOD) <i>(Ancient Rome)</i> | HOW AND WHY DO PEOPLE MARK THE SIGNIFICANT EVENTS OF LIFE? <i>(Inventions Which Changed the World)</i> |
| Y5 | WHAT DOES IT MEAN FOR CHRISTIANS TO BELIEVE GOD IS HOLY AND LOVING? <i>(Romans in Britain/ Anglo Saxons)</i> | WHAT DOES IT MEAN TO BE A MUSLIM IN BRITAIN TODAY? <i>(Space: Out of this World)</i> | WHY DO CHRISTIANS BELIEVE THAT JESUS IS THE MESSIAH? (INCARNATION) <i>(Vikings)</i> | WHY IS THE TORAH SO IMPORTANT TO JEWISH PEOPLE? <i>(Our Changing World)</i> | HOW DO CHRISTIANS DECIDE HOW TO LIVE? WHAT WOULD JESUS DO? <i>(Ancient Maya)</i> | WHAT MATTERS MOST TO CHRISTIANS AND HUMANISTS? <i>(Amazon Rainforest)</i> |
| Y6 | CREATION AND SCIENCE: CONFLICTING OR COMPLEMENTARY? (CREATION) <i>(Dartmoor)</i> | WHY DO SOME PEOPLE BELIEVE IN GOD AND SOME PEOPLE NOT? <i>(Tudors: Port of Plymouth)</i> | WHY DO HINDUS TRY TO BE GOOD? (KARMA/DHARMA/SAMSARA /MOKSHA) <i>(British Empire & Industrial)</i> | WHAT DO CHRISTIANS BELIEVE JESUS DID TO 'SAVE' PEOPLE? (SALVATION) <i>(Biomes of the world)</i> | FOR CHRISTIANS, WHAT KIND OF KING WAS JESUS? (KINGDOM OF GOD) <i>(20th Century Conflict)</i> | HOW DOES FAITH HELP PEOPLE WHEN LIFE GETS HARD? <i>(20th Century Conflict)</i> |

Key – Overriding Theme

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| Christianity |
| Judaism |
| Islam |
| Hinduism |
| Multi-Faith & Beliefs |

Religious Education - Whole School Progression Map

| Year | Christianity | | | | | | |
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| | <u>EYFS</u> | <u>Year 1</u> | <u>Year 2</u> | <u>Year 3</u> | <u>Year 4</u> | <u>Year 5</u> | <u>Year 6</u> |
| <u>Make sense of belief</u> | <ul style="list-style-type: none"> Begin to recognise the word 'incarnation' as describing the belief that God came to Earth as Jesus Retell religious stories Begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God Recognise and retell stories connected with celebration of Easter Say why Easter is a special time for Christians Retell stories, talking about what they say about the world, God, human beings Talk about some religious stories Recognise some religious words, e.g. about God Identify a sacred text e.g. Bible, Torah | <ul style="list-style-type: none"> Identify what a parable is Tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father Give clear, simple accounts of what the story means to Christians Retell the story of creation from Genesis 1:1–2:3 simply Recognise that 'Creation' is the beginning of the 'big story' of the Bible Say what the story tells Christians about God, Creation and the world | <ul style="list-style-type: none"> Recognise that stories of Jesus' life come from the Gospels Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians Recognise that Incarnation and Salvation are part of a 'big story' of the Bible Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people) Recognise that Jesus gives instructions about how to behave Tell stories from the Bible and recognise a link with the concept of 'Gospel' or 'good news' Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians Recognise that Jesus gives instructions to people about how to behave | <ul style="list-style-type: none"> Place the concepts of God and Creation on a timeline of the Bible's 'big story' Make clear links between Genesis 1 and what Christians believe about God and Creation Recognise that the story of 'the Fall' in Genesis 3 gives an explanation of why things go wrong in the world Identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people' Suggest ideas and then find out about what Jesus' actions towards outcasts mean for a Christian | <ul style="list-style-type: none"> Recognise what a 'Gospel' is and give an example of the kinds of stories it contains Offer suggestions about what texts about baptism and Trinity mean Give examples of what these texts mean to some Christians today Recognise the word 'Salvation', and that Christians believe Jesus came to 'save' or 'rescue' people, e.g. by showing them how to live Offer informed suggestions about what the events of Holy Week mean to Christians Give examples of what Christians say about the importance of the events of Holy Week Make clear links between the story of Pentecost and Christian beliefs about the 'kingdom of God' on Earth Offer informed suggestions about what the events of Pentecost in Acts 2 might mean Give examples of what Pentecost means to some Christians now | <ul style="list-style-type: none"> Identify some different types of biblical texts, using technical terms accurately Explain connections between biblical texts and Christian ideas of God, using theological terms Explain the place of Incarnation and Messiah within the 'big story' of the Bible Identify Gospel and prophecy texts, using technical terms Explain connections between biblical texts, Incarnation and Messiah, using theological terms Identify features of Gospel texts (for example, teachings, parable, narrative) Taking account of the context, suggest meanings of Gospel texts studied, and compare their own ideas with ways in which Christians interpret biblical texts Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist) Make links with sources of authority that tell people how to be good (e.g. Christian ideas of 'being made in the image of God' but 'fallen', and Humanists saying people can be 'good without God') | <ul style="list-style-type: none"> Outline the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it Explain what Christians mean when they say that Jesus' death was a sacrifice Explain connections between biblical texts and the concept of the kingdom of God • Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations |

Religious Education - Whole School Progression Map

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| <p><u>Understand the impact</u></p> | <ul style="list-style-type: none"> Recall simply what happens at a traditional Christian festival (Christmas) Recognise that some religious people have places which have special meaning for them Talk about the things that are special and valued in a place of worship Recognise some symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs, etc., Talk about some ways Christians remember these stories at Easter. Say how and when Christians like to thank their Creator Talk about some of the things these stories teach believers (for example, what Jesus teaches about being friends with the friendless in the story of Zacchaeus; what Jesus' story about the ten lepers teaches about saying 'thank you', and why it is good to thank and be thanked; what the Chanukah story teaches Jews about standing up for what is right), etc. | <ul style="list-style-type: none"> Give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying sorry, by seeing God as welcoming them back; by forgiving others) Give an example of how Christians put their beliefs into practice in worship (e.g. by saying sorry to God) Give at least one example of what Christians do to say 'thank you' to God for Creation | <ul style="list-style-type: none"> Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession) | <ul style="list-style-type: none"> Describe what Christians do because they believe God is Creator (e.g. follow God, wonder at how amazing God's creation is; care for the Earth – some specific ways) Describe how and why Christians might pray to God, say sorry and ask for forgiveness Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways | <ul style="list-style-type: none"> Describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for example) and in the way they live Make simple links between the Gospel accounts and how Christians mark the Easter events in their communities Describe how Christians show their beliefs about Jesus in worship in different ways Make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the kingdom of God, and how Christians live now Describe how Christians show their beliefs about the Holy Spirit in worship | <ul style="list-style-type: none"> Make clear connections between Bible texts studied and what Christians believe about God; for example, through how cathedrals are designed Show how Christians put their beliefs into practice in worship Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives Make clear connections between Christian and Humanist ideas about being good and how people live Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view | <ul style="list-style-type: none"> Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper Show how Christians put their beliefs into practice in different ways Make clear connections between belief in the kingdom of God and how Christians put their beliefs into practice Show how Christians put their beliefs into practice in different ways |
| <p><u>Make connections</u></p> | <ul style="list-style-type: none"> Talk about people who are special to them Say what makes their family and friends special to them Talk about somewhere that is special to themselves, saying why Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church | <ul style="list-style-type: none"> Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas Give a reason for the ideas they have and the connections they make. Think, talk and ask questions about living in an amazing world Give a reason for the ideas they have and the connections they make | <ul style="list-style-type: none"> Think, talk and ask questions about Christmas for people who are Christians and for people who are not Decide what they personally have to be thankful for, giving a reason for their ideas Think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has | <ul style="list-style-type: none"> Make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for their ideas. | <ul style="list-style-type: none"> Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe God is like. Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday', giving good | <ul style="list-style-type: none"> Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own Weigh up how far the idea of Jesus as the 'Messiah' – a Saviour from God – is important in the world today and, if it is true, what difference that | <ul style="list-style-type: none"> Weigh up the value and impact of ideas of sacrifice in their own lives and the world today Articulate their own responses to the idea of sacrifice, recognising different points of view |



Religious Education - Whole School Progression Map

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| | <ul style="list-style-type: none"> Express a personal response to the natural world. Talk about ideas of new life in nature. Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world Think about the wonders of the natural world, expressing ideas and feelings Talk about what people do to mess up the world and what they do to look after it | <p>between the Jewish/Christian Creation story and the world they live in.</p> | <p>anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas.</p> <ul style="list-style-type: none"> Think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn about how to live, giving a good reason for their ideas. Ask questions and suggest answers about what might be important in the Creation story for Christians and for non-Christians living today | | <p>reasons for their suggestions.</p> <ul style="list-style-type: none"> Make links between ideas about the kingdom of God in the Bible and what people believe about following God today, giving good reasons for their ideas | <p>might make in people's lives, giving good reasons for their answers.</p> <ul style="list-style-type: none"> Make connections between Christian teachings (e.g. about peace, forgiveness, healing) and the issues, problems and opportunities in the world today, including their own lives Articulate their own responses to the issues studied, recognising different points of view Raise important questions and suggest answers about how and why people should be good Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views Relate the Christian 'kingdom of God' model (i.e. loving others, serving the needy) to issues, problems and opportunities in the world today Articulate their own responses to the idea of the importance of love and service in the world today. | |
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Religious Education - Whole School Progression Map

| Year | Judaism | | | | | | |
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| | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| <u>Make sense of belief</u> | | <ul style="list-style-type: none"> Recognise the words of the Shema as a Jewish prayer Retell simply some stories used in Jewish celebrations (e.g. Chanukah) Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like Recognise the words of the Shema as a Jewish prayer Retell simply some stories used in Jewish celebrations (e.g. Chanukah) Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like | | <ul style="list-style-type: none"> Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people Offer informed suggestions about the meaning of the Exodus story for Jews today | | <ul style="list-style-type: none"> Identify and explain Jewish beliefs about God Give examples of some texts that say what God is like and explain how Jewish people interpret them | |
| <u>Understand the impact</u> | | <ul style="list-style-type: none"> Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah) Make links between Jewish ideas of God found in the stories and how people live Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat) Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah) Make links between Jewish ideas of God found in the stories and how people live Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat) | | <ul style="list-style-type: none"> Make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals) Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities | | <ul style="list-style-type: none"> Make clear connections between Jewish beliefs about the Torah and how they use and treat it Make clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws) Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between Orthodox and Progressive Jewish practice) | |



Religious Education - Whole School Progression Map

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| <p>Make connections</p> | | <ul style="list-style-type: none">• Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas• Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too.• Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas• Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too. | | <ul style="list-style-type: none">• Raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future• Make links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including pupils' own lives, and giving good reasons for their ideas. | | <ul style="list-style-type: none">• Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today• Consider and weigh up the value of e.g. tradition, ritual, community, study and worship in the lives of Jews today, and articulate responses on how far they are valuable to people who are not Jewish | |
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Religious Education - Whole School Progression Map

| Year | Islam | | | | | | |
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| | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| <u>Make sense of belief</u> | | | <ul style="list-style-type: none"> Recognise the words of the Shahadah and that it is very important for Muslims Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah, and give a simple description of what some of them mean Give examples of how stories about the Prophet show what Muslims believe about Muhammad | <ul style="list-style-type: none"> Identify some beliefs about God in Islam, expressed in Surah I Make clear links between beliefs about God and ibadah (e.g. how God is worth worshiping; how Muslims submit to God) | | <ul style="list-style-type: none"> Identify and explain Muslim beliefs about God, the Prophet* and the Holy Qur'an (e.g. Tawhid; Muhammad as the Messenger, Qur'an as the message) Describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on Five Pillars; Hajj practices follow example of the Prophet) | |
| <u>Understand the impact</u> | | | <ul style="list-style-type: none"> Give examples of how Muslims use the Shahadah to show what matters to them Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan) Give examples of how Muslims put their beliefs about prayer into action Give examples of how Muslims use the Shahadah to show what matters to them Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan) Give examples of how Muslims put their beliefs about prayer into action | <ul style="list-style-type: none"> Give examples of ibadah (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve. Make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque) | | <ul style="list-style-type: none"> Make clear connections between Muslim beliefs and ibadah (e.g. Five Pillars, festivals, mosques, art) Give evidence and examples to show how Muslims put their beliefs into practice in different ways | |
| <u>Make connections</u> | | | <ul style="list-style-type: none"> Think, talk about and ask questions about Muslim beliefs and ways of living Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas | <ul style="list-style-type: none"> Raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslims | | <ul style="list-style-type: none"> Make connections between Muslim beliefs studied and Muslim ways of living in Britain/ Plymouth today Consider and weigh up the value of e.g. submission, obedience, generosity, self-control | |



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| | | | <ul style="list-style-type: none">• Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too.• Think, talk about and ask questions about Muslim beliefs and ways of living• Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas• Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too. | <ul style="list-style-type: none">• Make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas. | | <p>and worship in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims</p> <ul style="list-style-type: none">• Reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views. | |
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Religious Education - Whole School Progression Map

| Year | Hinduism | | | | | | |
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| | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| <u>Make sense of belief</u> | | | | | <ul style="list-style-type: none"> Identify some Hindu deities and say how they help Hindus describe God Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God Offer informed suggestions about what Hindu murtis express about God Identify the terms dharma, Sanatan Dharma and Hinduism and say what they mean Make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (dharma) | | <ul style="list-style-type: none"> Identify and explain Hindu beliefs, e.g. dharma, karma, samsara, moksha, using technical terms accurately Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha, etc. |
| <u>Understand the impact</u> | | | | | <ul style="list-style-type: none"> Make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshipping at a home shrine; celebrating Diwali) Identify some different ways in which Hindus worship Describe how Hindus show their faith within their families in Britain today (e.g. home puja) Describe how Hindus show their faith within their faith communities in Britain today (e.g. arti and bhajans at the mandir; in festivals such as Diwali) Identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, | | <ul style="list-style-type: none"> Make clear connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live Connect the four Hindu aims of life and the four stages of life with beliefs about dharma, karma, moksha, etc. Give evidence and examples to show how Hindus put their beliefs into practice in different ways |



Religious Education - Whole School Progression Map

| | | | | | or between Britain and parts of India) | |
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| Make connections | | | | | <ul style="list-style-type: none">• Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today• Make links between the Hindu idea of everyone having a 'spark' of God in them and ideas about the value of people in the world today, giving good reasons for their ideas• Raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their ideas. | <ul style="list-style-type: none">• Make connections between Hindu beliefs studied (e.g. karma and dharma), and explain how and why they are important to Hindus• Reflect on and articulate what impact belief in karma and dharma might have on individuals and the world, recognising different points of view. |

Religious Education - Whole School Progression Map

| Year | Multi-faith & beliefs | | | | | | |
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| | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| <u>Make sense of belief</u> | <ul style="list-style-type: none"> Retell religious stories Begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God Talk about some religious stories Recognise some religious words, e.g. about God Identify a sacred text e.g. Bible, Torah | <ul style="list-style-type: none"> Identify a story or text that says something about each person being unique and valuable Give an example of a key belief some people find in one of these stories (e.g. that God loves all people) Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world Recognise that loving others is important in lots of communities Say simply what Jesus and one other religious leader taught about loving other people | <ul style="list-style-type: none"> Recognise that there are special places where people go to worship, and talk about what people do there Identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship | <ul style="list-style-type: none"> Make clear links between the story of Noah and the idea of covenant Identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin) Make links between religious beliefs and teachings and why people try to live and make the world a better place | <ul style="list-style-type: none"> Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today | | <ul style="list-style-type: none"> Identify what type of text some Christians say Genesis 1 is, and its purpose Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations Define the terms 'theist', 'atheist' and 'agnostic' and give examples of statements that reflect these beliefs Identify and explain what religious and non-religious people believe about God, saying where they get their ideas from Give examples of reasons why people do or do not believe in God Make sense of belief: Describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life Identify beliefs about life after death in at least two religious traditions, comparing and explaining similarities and differences |
| <u>Understand the impact</u> | <ul style="list-style-type: none"> Recall simply what happens at a traditional Christian infant baptism and dedication • Recall simply what happens when a baby is welcomed into a religion other than Christianity. Recognise that some religious people have places which have special meaning for them Talk about the things that are special and valued in a place of worship • Talk about some of the things these stories teach believers (for example, what Jesus teaches about being friends with the friendless in the story of Zacchaeus; what Jesus' story about the ten lepers teaches | <ul style="list-style-type: none"> Give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories Give examples of how Christians and Jews can show care for the natural earth Say why Christians and Jews might look after the natural world Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean Identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious) | <ul style="list-style-type: none"> Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe Give simple examples of how people worship at a church, mosque or synagogue Talk about why some people like to belong to a sacred building or a community | <ul style="list-style-type: none"> Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony Make simple links between teachings about how to live and ways in which people try to make the world a better place (e.g. tikkun olam and the charity Tzedek) Describe some examples of how people try to live (e.g. individuals and organisations) Identify some differences in how people put their beliefs into action | <ul style="list-style-type: none"> Describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean Make simple links between beliefs about love and commitment and how people in at least two religious traditions live (e.g. through celebrating forgiveness, salvation and freedom at festivals) Identify some differences in how people celebrate commitment (e.g. different practices of marriage, or Christian baptism) | | <ul style="list-style-type: none"> Make clear connections between Genesis 1 and Christian belief about God as Creator Show understanding of why many Christians find science and faith go together Make clear connections between what people believe about God and the impact of this belief on how they live Give evidence and examples to show how Christians sometimes disagree about what God is like (e.g. some differences in interpreting Genesis) Make clear connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement) Give examples of ways in which beliefs about resurrection/judgement/heaven/karma/reincarnation make a difference to how someone lives |



Religious Education - Whole School Progression Map

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| | about saying 'thank you', and why it is good to thank and be thanked; what the Chanukah story teaches Jews about standing up for what is right), etc. | | | | | | |
| <u>Make connections</u> | <ul style="list-style-type: none"> making connections with personal experiences Share and record occasions when things have happened in their lives that made them feel special Talk about somewhere that is special to themselves, saying why Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church Express a personal response to the natural world. Identify some of their own feelings in the stories they hear | <ul style="list-style-type: none"> Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world. Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences Talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas | <ul style="list-style-type: none"> Think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas Talk about what makes some places special to people, and what the difference is between religious and non-religious special places. | <ul style="list-style-type: none"> Make links between the story of Noah and how we live in school and the wider world. • Raise questions and suggest answers about why the world is not always a good place, and what are the best ways of making it better Make links between some commands for living from religious traditions, non-religious worldviews and pupils' own ideas Express their own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for their views. | <ul style="list-style-type: none"> Raise questions and suggest answers about whether it is good for everyone to see life as a journey, and to mark the milestones Make links between ideas of love, commitment and promises in religious and non-religious ceremonies • Give good reasons why they think ceremonies of commitment are or are not valuable today. | | <ul style="list-style-type: none"> Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account, giving good reasons for their views. Reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging Consider and weigh up different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not Make connections between belief and behaviour in their own lives, in the light of their learning. Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding these • Offer a reasoned response to the unit question, with evidence and example, expressing insights of their own. |



Religious Education - Whole School Progression Map

| Religious Education Key Vocabulary | | | | | | | |
|------------------------------------|------------------------------------------------------------------------------------------------------------------|-----------------------------|--------------------------------------|------------------------------------------|----------------------------------------|--------------------------------------|--------------------------------------|
| | EYFS | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
| Autumn Term 1 | Christmas Easter Bible Church Jesus Christian Belief Belonging Difference Holy God | Christian, Parable, Bible | Ramadan, Prophet, Shahadah | Sabbath, genesis, Gospel | Trinity, baptism, incarnation | Biblical, theological, fithful | Darwinism, creationism |
| Autumn Term 2 | | Shabbat, Shema, Mezuzah | Gospel, Nativity, birth | Faith, belief, devotion | Diwali, deities, shrine | Prophet, Hajj, Qu'ran | Theis, atheist, agnostic |
| Spring Term 1 | | Creation, Genesis, thankful | Shahadah, Allah, Muhhamed | Pillars, fasting (Sawm), Prayer (Sallah) | Arti, bhajans, dharma | Messiah, Prophecy, Incarnation | Karma, Darma, Samsara |
| Spring Term 2 | | Unique, charity, care | Resurrection, sacrifice, crucifixion | Exodus, atonement, pass-over | Salvation, save, rescue | Torah, Orthodox, Progressive, Ritual | Salvation, resurrection, crucifixion |
| Summer Term 1 | | Shabbat, Shema, Mezuzah | Gospel, disciples, confession | Baptism, Bar/Bat-mitzvah, commitment | Pentecost, Holy Spirit, Kingdom of God | Parable, doctrine, forgiveness | Holy Trinity, evangelical, Pentecost |
| Summer Term 2 | | Faith, community, belong | Sacred, pilgrimage, symbol | Forgiveness, redemption, repent | Commitment, promises, traditions | Humanist, moral code, ethics | Guidance, support, after-life |

| Key – Overriding Theme | |
|------------------------|-----------------------|
| | Christianity |
| | Judaism |
| | Islam |
| | Hinduism |
| | Multi-Faith & Beliefs |