

	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
	Religious Education - Progression Map					
	Year 1 - Religious Education	Year 1 - Religious Education	Year 1 - Religious Education	Year 1 - Religious Education	Year 1 - Religious Education	Year 1 - Religious Education
	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Focus	Believing 1.1 - Christian	Believing 1.1 - Christian	Believing 1.2 - Islam	Believing 1.2 - Islam	Believing 1.3 - Judaism	Believing 1.3 - Judaism
Key Stage Outcomes	<p>A. Know about and understand a range of religious and non-religious worldviews.</p> <p>A1. 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.</p> <p>A2. 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.</p> <p>A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.</p> <p>B. Express ideas and insights about the nature, significance and impact of religious and non-religious worldviews.</p> <p>B1. 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.</p> <p>B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.</p> <p>B3. Notice and respond sensitively to some similarities between different religious and non-religious worldviews.</p> <p>C. Gain and deploy the skills needed to engage seriously with religious and non-religious worldviews.</p> <p>C1. 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.</p> <p>C2. Find out about and respond with ideas to examples of co-operation between people who are different.</p> <p>C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.</p>					
Learning Outcomes	<p>Emerging:</p> <ul style="list-style-type: none"> Talk about the fact that Christians believe in God and follow the example of Jesus (A1). Recognise some Christian symbols and images used to express ideas about God (A3). <p>Expected:</p> <ul style="list-style-type: none"> Talk about some simple ideas about Christian beliefs about God and Jesus (A1). Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means (A2). Talk about issues of good and bad, right and wrong arising from the stories (C3). Ask some questions about believing in God and offer some ideas of their own (C1). <p>Exceeding:</p> <ul style="list-style-type: none"> Make links between what Jesus taught and what Christians believe and do (A2). Respond thoughtfully to a piece of Christian music and a Bible text that inspired it (B1). 	<p>Emerging:</p> <ul style="list-style-type: none"> Talk about the fact that Christians believe in God and follow the example of Jesus (A1). Recognise some Christian symbols and images used to express ideas about God (A3). <p>Expected:</p> <ul style="list-style-type: none"> Talk about some simple ideas about Christian beliefs about God and Jesus (A1). Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means (A2). Talk about issues of good and bad, right and wrong arising from the stories (C3). Ask some questions about believing in God and offer some ideas of their own (C1). <p>Exceeding:</p> <ul style="list-style-type: none"> Make links between what Jesus taught and what Christians believe and do (A2). Respond thoughtfully to a piece of Christian music and a Bible text that inspired it (B1). 	<p>Emerging:</p> <ul style="list-style-type: none"> Talk about the fact that Muslims believe in God (Allah) and follow the example of the Prophet Muhammad (A1). Recognise that Muslims do not draw Allah or the Prophet but use calligraphy, for example, to say what God is like (A3). <p>Expected:</p> <ul style="list-style-type: none"> Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah (A1). Re-tell a story about the life of the Prophet Muhammad (A2). Recognise some objects used by Muslims and suggest why they are important (A2). Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel (B1). <p>Exceeding:</p> <ul style="list-style-type: none"> Make links between what the Holy Qur'an says and how Muslims behave (A2). Ask some questions about God that are hard to answer and offer some ideas of their own (C1). 	<p>Emerging:</p> <ul style="list-style-type: none"> Talk about the fact that Muslims believe in God (Allah) and follow the example of the Prophet Muhammad (A1). Recognise that Muslims do not draw Allah or the Prophet but use calligraphy, for example, to say what God is like (A3). <p>Expected:</p> <ul style="list-style-type: none"> Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah (A1). Re-tell a story about the life of the Prophet Muhammad (A2). Recognise some objects used by Muslims and suggest why they are important (A2). Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel (B1). <p>Exceeding:</p> <ul style="list-style-type: none"> Make links between what the Holy Qur'an says and how Muslims behave (A2). Ask some questions about God that are hard to answer and offer some ideas of their own (C1). 	<p>Emerging:</p> <ul style="list-style-type: none"> Talk about the fact that Jewish people believe in God (A1). Recognise that some Jewish people remember God in different ways (e.g. mezuzah, on Shabbat) (A3). <p>Expected:</p> <ul style="list-style-type: none"> Talk about how the mezuzah in the home reminds Jewish people about God (A3). Talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat (B1). Re-tell a story that shows what Jewish people at the festivals of Sukkot, Chanukah or Pesach might think about God, suggesting what it means (A2). Ask some questions about believing in God and offer some ideas of their own (C1). <p>Exceeding:</p> <ul style="list-style-type: none"> Make links between some Jewish teachings and how Jewish people live (A2). Express their own ideas about the value of times of reflection, thanksgiving, praise and remembrance, in the light of their learning about why Jewish people choose to celebrate in these ways (C1). 	<p>Emerging:</p> <ul style="list-style-type: none"> Talk about the fact that Jewish people believe in God (A1). Recognise that some Jewish people remember God in different ways (e.g. mezuzah, on Shabbat) (A3). <p>Expected:</p> <ul style="list-style-type: none"> Talk about how the mezuzah in the home reminds Jewish people about God (A3). Talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat (B1). Re-tell a story that shows what Jewish people at the festivals of Sukkot, Chanukah or Pesach might think about God, suggesting what it means (A2). 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Suggested Content	<ul style="list-style-type: none"> Share stories that help to show how Christians think of God e.g. the book of Jonah in the Old Testament, the Annunciation (Luke 1:26-56), the lost son (Luke 15:11-32) and Pentecost (Acts 2:1-13). Describe some of the beliefs that Christian traditions (organised worldviews) teach about God e.g. all-powerful, loving, close to every person, forgiving. Look at art and recognise some symbols and images used to express ideas about God. Listen to pieces of music that express ideas about God. Talk to Christians about what they believe about God (personal worldviews). Give opportunities for pupils to reflect on and express their own big questions about life and God, in particular through discussion, art, music and drama e.g. responding to the question 'Where is God?' through art. Using a suitable children's Bible (e.g. The Lion Storyteller Bible or New International Children's Version), share stories that show the importance of Jesus to Christians e.g. a parable, a miracle, a teaching of Jesus, birth and death and resurrection of Jesus. Linking with these stories, describe some of the beliefs that Christians hold about Jesus e.g. that he was kind to people in need, that he performed miracles, that he is the son of God, that he lives. Investigate how Christians follow teaching from the Bible about how to live their lives e.g. prayer and worship, treating others kindly. Hear and think about some prayers Christians use. Note that not all Christians practise their faith in the same ways. Experience thinking and being thanked, praising and being praised, and connect this experience simply to an idea about worship. Many pupils have no personal belief in God but have just learnt lots about people who do. Give them the opportunity to comment on the idea of God for themselves, such as whether or not it has any meaning in their lives. 	<ul style="list-style-type: none"> Share stories that help to show how Christians think of God e.g. the book of Jonah in the Old Testament, the Annunciation (Luke 1:26-56), the lost son (Luke 15:11-32) and Pentecost (Acts 2:1-13). Describe some of the beliefs that Christian traditions (organised worldviews) teach about God e.g. all-powerful, loving, close to every person, forgiving. Look at art and recognise some symbols and images used to express ideas about God. Listen to pieces of music that express ideas about God. Talk to Christians about what they believe about God (personal worldviews). Give opportunities for pupils to reflect on and express their own big questions about life and God, in particular through discussion, art, music and drama e.g. responding to the question 'Where is God?' through art. 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Give them the opportunity to comment on the idea of God for themselves, such as whether or not it has any meaning in their lives. 	<ul style="list-style-type: none"> Share stories that help to show how Muslims think of God (Allah) and how following God shows them ways to behave e.g. 'Muhammad and the calf', 'The story of the two brothers', 'The crying camel'. Look at calligraphy and listen to nasheeds that express ideas about God and the Prophet Muhammad e.g. calligraphy showing some of the 99 names of Allah; I am a Muslim by Zain Bikhra; share the words of the Shahadah, listen to the Call to Prayer. Give pupils a way to respond to their own big questions e.g. writing a class big questions poem or a 'where is God?' poem. Describe one of the beliefs that Muslims hold about God e.g. tawhid (note how this links to the idea that Muslims never try to draw Allah). Share the Muslim story of the revelation of the Holy Qur'an - how the Angel Jibril revealed it to Prophet Muhammad on Mount Hira; how Muslims learn Arabic to be able to read and remember it, some teachings from the Holy Qur'an. Talk to Muslims about what they believe about God. Many pupils have no personal belief in God but will have learnt about Muslim people who do. Give pupils the opportunity to comment on the idea of God for themselves, in the light of their learning. Are their ideas similar to or different from what they have been learning? Identify the objects that are most precious to them. Why are they precious? How does it show? Identify objects that are significant to Muslims; if possible, see them being used by a believer, e.g. prayer beads, prayer mat, Qur'an and stand, compass, headscarf. Why are these important? Share the experiences of Muslims during the fast of Ramadan and the celebrating of Eid-ul-Fitr. How and why do Muslims celebrate? 	<ul style="list-style-type: none"> Share stories that help to show how Muslims think of God (Allah) and how following God shows them ways to behave e.g. 'Muhammad and the calf', 'The story of the two brothers', 'The crying camel'. Look at calligraphy and listen to nasheeds that express ideas about God and the Prophet Muhammad e.g. calligraphy showing some of the 99 names of Allah; I am a Muslim by Zain Bikhra; share the words of the Shahadah, listen to the Call to Prayer. Give pupils a way to respond to their own big questions e.g. writing a class big questions poem or a 'where is God?' poem. Describe one of the beliefs that Muslims hold about God e.g. tawhid (note how this links to the idea that Muslims never try to draw Allah). 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How and why do Muslims celebrate? 	<ul style="list-style-type: none"> Discuss what precious items pupils have in their home. Why are they important? Experience celebrating in the classroom, with music, food or fun, and talk about how special times can make people happy and thoughtful. Talk about remembering what really matters: how do people make a special time to remember? Introduce Jewish beliefs about God (some Jewish people write G-d, because they do not want the name of God to be erased or defaced) - as expressed in the Shema (Deuteronomy 6:4-9) i.e. God is one, creator and cares for all people. Look at a mezuzah, how it is used and how it has the words of the Shema inside. Why do Jews have this in their home? What words would they like to have displayed in their home? Find out what Jewish people do in the home on Shabbat, including preparation for Shabbat, candles, blessing the children, wine, challah bread, family meal, rest. Explore how some Jewish people call it the 'day of delight' and celebrate God's creation (God rested on the seventh day). What is really good about having times of rest when life is busy? When do pupils have times of rest and for family in their home? Consider the importance and value of celebration and remembrance in pupils' own lives; learn about the festival of Sukkot, Chanukah/Hanukkah or Pesach (Passover), the stories and meanings associated with them; find out about the menorah (7 branched candelstick) and how the 9-branched chanukiah/hanukkah links to the story of Chanukah. Use play, artefacts, photographs and storytelling to explore questions about Jewish life for themselves. 	<ul style="list-style-type: none"> Discuss what precious items pupils have in their home. Why are they important? Experience celebrating in the classroom, with music, food or fun, and talk about how special times can make people happy and thoughtful. 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	Year 2 - Religious Education	Year 2 - Religious Education	Year 2 - Religious Education	Year 2 - Religious Education	Year 2 - Religious Education	Year 2 - Religious Education
	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Focus	Believing 1.4 What can we learn from sacred books? Christians, Muslims and/or Jewish people	Expressing 1.5 What makes some places sacred? Christians, Muslims and/or Jewish people	Expressing 1.6 How and why do we celebrate special and sacred times? Christians, Muslims and/or Jewish people	Living 1.7 What does it mean to belong to a faith community? Christians, Muslims and/or Jewish people	Living 1.8 How should we care for others and the world, and why does it matter? Christians, Muslims and/or Jewish people	Living 1.8 How should we care for others and the world, and why does it matter? Christians, Muslims and/or Jewish people
Key Stage Outcomes	<p>A. Know about and understand a range of religious and non-religious worldviews.</p> <p>A1. 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.</p> <p>A2. 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.</p> <p>A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.</p> <p>B. Express ideas and insights about the nature, significance and impact of religious and non-religious worldviews.</p> <p>B1. 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.</p> <p>B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.</p> <p>B3. Notice and respond sensitively to some similarities between different religious and non-religious worldviews.</p> <p>C. Gain and deploy the skills needed to engage seriously with religious and non-religious worldviews.</p> <p>C1. 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.</p> <p>C2. Find out about and respond with ideas to examples of co-operation between people who are different.</p> <p>C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.</p>					
Learning Outcomes	<p>Emerging:</p> <ul style="list-style-type: none"> Talk about some of the stories that are used in religion and why people still read them (A2). Recognise some ways in which Christians, Muslims and Jewish people treat their sacred books (B3). <p>Expected:</p> <ul style="list-style-type: none"> Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used (A3). Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe (B2). Describe some of the ways in which people use music in worship, and talk about how different kinds of music make them feel (C1). Ask good questions during a school visit about what happens in a church, synagogue or mosque (B1). <p>Exceeding:</p> <ul style="list-style-type: none"> Suggest meanings to religious songs, responding sensitively to ideas about thanking and praising (A2). Show that they have begun to be aware that some people regularly worship God in different ways and in different places (B3). 	<p>Emerging:</p> <ul style="list-style-type: none"> Recognise that there are special places where people go to worship, and talk about what people do there (A1). <p>Expected:</p> <ul style="list-style-type: none"> Identify at least three objects used in worship in two religions (A3). <p>Exceeding:</p> <ul style="list-style-type: none"> Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used (A3). Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe (B2). Describe some of the ways in which people use music in worship, and talk about how different kinds of music make them feel (C1). Ask good questions during a school visit about what happens in a church, synagogue or mosque (B1). <p>Exceeding:</p> <ul style="list-style-type: none"> Suggest meanings to religious songs, responding sensitively to ideas about thanking and praising (A2). Show that they have begun to be aware that some people regularly worship God in different ways and in different places (B3). 	<p>Emerging:</p> <ul style="list-style-type: none"> Identify a special time they celebrate and explain simply what celebration means (A1). Talk about ways in which Jesus was a special person who Christians believe is the Son of God (A2). <p>Expected:</p> <ul style="list-style-type: none"> Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion (A1). Re-tell stories connected with Christmas/Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers (A2). Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion (B1). Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers (C1). <p>Exceeding:</p> <ul style="list-style-type: none"> Suggest meanings for some symbols and actions used in religious celebrations, including Easter/Christmas, Chanukah and/or Eid-ul-Fitr (A3). Identify some similarities and differences between the celebrations studied (B3). 	<p>Emerging:</p> <ul style="list-style-type: none"> Talk about what is special and of value about belonging to a group that is important to them (B2). Show an awareness that some people belong to different religions (B1). <p>Expected:</p> <ul style="list-style-type: none"> Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers (A3). Give an account of what happens at a traditional Christian infant baptism/dedication and suggest what the actions and symbols mean (A1). Identify two ways people show they belong to each other when they get married (A1). Respond to examples of co-operation between different people (C2). <p>Exceeding:</p> <ul style="list-style-type: none"> Give examples of ways in which believers express their identity and belonging within faith communities, responding sensitively to differences (B2). Identify some similarities and differences between the ceremonies studied (B3). 	<p>Emerging:</p> <ul style="list-style-type: none"> Talk about how religions teach that people are valuable, giving simple examples (B1). Recognise that some people believe God created the world and so we should look after it (A2). <p>Expected:</p> <ul style="list-style-type: none"> Re-tell Bible stories and stories from another faith about caring for others and the world (A2). Identify ways that some people make a response to God by caring for others and the world (B1). Talk about issues of good and bad, right and wrong arising from the stories (C3). Talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more (C2). Use creative ways to express their own ideas about the creation story and what it says about what God is like (C1). <p>Exceeding:</p> <ul style="list-style-type: none"> Give examples of ways in which believers put their beliefs about others and the world into action, making links with religious stories (B1). Answer the title question thoughtfully, in the light of their learning in this unit (C1). 	<p>Emerging:</p> <ul style="list-style-type: none"> Introduce the idea that each person is unique and important, using e.g. Christian teachings that God values everyone (Matthew 6:26); Jesus blesses the children (Matthew 19, Mark 10, Luke 18); Psalm 8 (David praises God's creation and how each person is special in it). Talk about the benefits and responsibilities of friendship and the ways in which people care for others. Explore stories from the Bible about friendship and care for others and how these show ideas of good and bad, right and wrong, e.g. Jesus' special friends (Luke 5:1-11), four friends take the paralysed man to Jesus (Luke 5:17-26), 'The good Samaritan' (Luke 10:25-37). Consider the idea that we all have special gifts we can use to benefit others. Learn that some religions believe that serving others and supporting the poor are important parts of being a religious believer e.g. Zakat (almsgiving) in Islam; tzedakah (charity) in Judaism. Read stories about how some people have been inspired to care for people because of their religious beliefs e.g. Mother Teresa, Dr Barnardo, Sister Frances Dominic, people known in the local area. Having studied the teachings of one religion on caring, work together as a group to create an event e.g. a 'Thank you' tea party for some school helpers - make cakes and thank-you cards, write invitations and provide cake and drink, or organise a small fund-raising event and donate the money to a local charity. Look carefully at some texts from different religious scriptures about the 'Golden Rule' and see if pupils can suggest times when it has been followed and times when it has not been followed. Talk about how the golden rule can make life better for everyone. Draw cartoons to show their ideas. Explore the creation account in Genesis 1 in varied and creative ways, to find out what it tells Jewish and Christian believers about what God is like, and what these stories tell believers about God and creation (e.g. that God is great, creative, and concerned with creation; that not part of religious communities, but that they also belong to different communities (sometimes also with religious people). Explore the account in Genesis 2. Talk about ways in which religious believers might treat the world, making connections with the Genesis account (e.g. humans are important but have a role as God's representatives on God's creation, to care for it as a gardener tends a garden). Investigate ways that people can look after the world and think of good reasons they think this is important. Make links with the Jewish idea of tikkun olam (repairing the world) and Tu B'Shevat (new year for trees). Why should we take care of the earth? Why does it matter?
	Year 3 - Religious Education	Year 3 - Religious Education	Year 3 - Religious Education	Year 3 - Religious Education	Year 3 - Religious Education	Year 3 - Religious Education
	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Focus	Believing L2.1 What do different people believe about God? Christians, Hindus and/or Muslims	Expressing L2.2 Why is the Bible so important for Christians today?	Expressing L2.4 Why do people pray? Christians, Hindus and/or Muslims	Expressing L2.5 Why are festivals important to religious communities? (Y3&Y4) Christians, Hindus and/or Muslims and/or Jewish people	Living L2.5a How do people from religious and non-religious communities celebrate key festivals? Christians, Jewish people and non-religious	Living L2.7 What does it mean to be a Christian in Britain today?

