**RE Progression Map**

In order to deliver the aims and expected standards of the syllabus effectively, the expectation is that there is a minimum allocation of five per cent of curriculum time for RE.

The teaching of Religious Education takes 5% of curriculum time in any one academic year, as specified in the Agreed Syllabus.

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| **Time allocations for RE per week** |
| **EYFS** | **Year 1/2** | **Year 3/4** | **Year 5/6** |
| 50 mins per week | 60 mins per week  | 60 mins per week | 60 mins per week |
|  | National curriculum and expectations for RE  |
| EYFS | * Children talk about similarities and differences between themselves and others, among families, communities and traditions.
* They begin to know about their own cultures and beliefs and those of other people.
* They explore, observe and find out about places and objects that matter in different cultures and beliefs.
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| KS1 | * Identify core beliefs and concepts studied and give a simple description of what they mean
* Give examples of how stories show what people believe (e.g. the meaning behind a festival)
* Give clear, simple accounts of what stories and other texts mean to believers
* Give examples of how people use stories, texts and teachings to guide their beliefs and actions
* Give examples of ways in which believers put their beliefs into practice
* Think, talk and ask questions about whether the ideas they have been studying, have something to say to them
* Give a good reason for the views they have and the connections they make.
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| LKS2 | * Identify and describe the core beliefs and concepts studied
* Make clear links between texts/sources of authority and the key concepts studied
* Offer suggestions about what texts/ sources of authority can mean and give examples of what these sources mean to believers
* Make simple links between stories, teachings and concepts studied and how people live, individually and in communities
* Describe how people show their beliefs in how they worship and in the way they live
* Identify some differences in how people put their beliefs into practice
* Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly
* Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live
* Give a good reason for the views they have and the connections they make.
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| UKS2 | • Identify and explain the core beliefs and concepts studied, using examples from sources of authority in religions• Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts• Give meanings for texts/sources of authority studied, comparing these ideas with ways in which believers interpret texts/sources of authority* Make clear connections between what people believe and how they live, individually and in communities
* Using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures
* Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists)
* Reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently
* Consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make
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|  | EYFS | KS1 | LKS2 | UKS2 |
| God | **Why is the word God so important to Christians?*** Retell stories, talking about what they say about the world, God and human beings.
* Say how and when Christians like to thank their creator.
* 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.

**Enhanced provision****Book area -** Simple Bible story books with creation story open.**Malleable -** Making playdough animal figures for the story of creation.**Investigative area** Books and pictures for finding out about Jellyfish**Small world play -** Builders tray to re-enact creation story.**Cookery area -** Packets of jelly to explore with the senses, including taste.**Creative area -** Collage materials to make jellyfish or other animals**Listening corner -** Songs about our world/creation. | **What do Christians believe God is like?*** Identify what a parable is
* Tell the story of the Lost son from the Bible in a simple form 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.
* Give at least two examples of a way in which Christians show their belief in God as loving and forgiving(e.g. saying ‘sorry’, by seeing God as welcoming them back; by forgiving other)
* Give an example of how Christians put their beliefs into practice in worship (e.g. by saying sorry to God)
* 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.
 |  | **What does it mean for Christians if God is holy and loving? Why do some people believe in God and some not?*** Identify some different types of biblical texts, using technical terms correctly.
* Explain connections between biblical texts and Christian ideas of God, using theological terms.
* 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.
* 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.
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| Creation | **Who do Christians say made the world?*** Retell the story of creation from Genesis 1:1-2:3 in a simple form.
* 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.
* Give at least one example of what Christians do to say ‘thank you’ to God for creation.
* Think, talk and ask questions about living in an amazing world.
* Give a reason for the ideas they have and the connections they make between the Christian/Jewish Creation story and the world they live in.
 | **What do Christians learn from the creation story?*** Place the concepts of God and Creation on a timeline of the Bibles ‘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.
* Describe what Christians do because they believe God is the Creator (e.g. follow God, wonder at how amazing God’s creation is and care for the Earth - some specific ways)
* Describe how and why Christians might pray to God, say sorry and ask for forgiveness.
* Ask questions and suggest answers about what might be important in the Creation story for Christians and for non-Christians living today.
 | **Creation and science; conflicting or complementary?*** 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.
* 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.
* 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.
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| Incarnation | **What is Christmas?*** Begin to recognise the word ‘Incarnation’ as describing the belief that God came to Earth as Jesus
* Recall simply what happens at a tradition Christian festival (Christmas)
* Talk about people who are special to them.
* Retell religious stories, making connections with personal experiences.
* Say what makes their family and friends special to them.
 | **Why does Christmas matter to Christians?*** Give a clear, simple account of the

story of Jesus’ birth and why Jesus is important for Christians.* Recognise that stories of Jesus’ life come from the Gospels.
* Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas.
* Decide what they personally have to be thankful for, giving a reason for their ideas.
* Think, talk and ask questions about Christmas for people who are Christians and for people who are not.
 | **What is Trinity?*** Recognise what a ‘Gospel’ is and give an example of the kind 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.
* Describe how Christians show their beliefs about God the Trinity in worship in different ways (for example in baptism and prayer) and in the way they live.
* 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.
 | **Was Jesus the Messiah?*** 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.
* 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.
* 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 might make in people’s lives, giving good reasons for their answers.
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| Gospel |  | **What is the good news Jesus brings?*** 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) means to Christians.
* Recognise that Jesus gives instructions to people about how to behave.
* 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)
* Think, talk and ask questions about whether Jesus’ ‘good news’ is only news for Christians, or if there are things for anyone to learn about how to live, giving a good reason for their ideas.
 | **What is it like for Christians to follow God?*** Identify this as part of the ‘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.
* Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus’ teaching of different ways.
* 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.
 | **What would Jesus do?*** Identify features of Gospel texts (for example, teachings, parable and 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.
* Make clear connections between Gospel texts, Jesus’ ‘good news’ and how Christians live in the Christian community and in their individual lives.
* Make connections between Christian teachings (e.g. about peace, forgiveness and 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.
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| Salvation  | **What is Easter?*** Recognise and retell stories connected with celebration of Easter.
* Say why Easter is a special time for Christians.
* Talk about some ways Christians remember these stories at Easter.
* Recognise some symbols Christians use during Holy week e.g. palm leaves, cross, eggs.
* Make connections with new live in nature.

**Enhanced provision****Book area -** Palm Sunday story books/ Children’s Bible.**Writing/Mark-making** Writing ‘Hosanna’ on palm leaves.**Construction** Build gateway into Jerusalem**Small world** Palm Sunday procession in builder’s tray.**Creative area -** Make a peg-leg donkey/flags to wave/palm leaves.**Listening corner -** Palm Sunday songs | **Why does Easter matter to 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 recusing people)
* Give at least three examples of how Christians show their beliefs about Jesus’ death and resurrection in church worship at Easter.
* Think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas.
 | **Why do Christians call the day Jesus died ‘Good Friday’?*** 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 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.
* Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died ‘Good Friday’, giving good reasons for their suggestions.
 | **What do Christians believe Jesus did to save Humans beings?*** Outline the time of 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, using theological terms.
* Suggest meanings for narratives of Jesus’ death/resurrection, comparing their ideas with ways in which Christians interpret these texts.
* 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.
* 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.
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| Islam/Muslims | **Linked to belonging unit below -**

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| Explore how Muslim and Hindus celebrate people being special. **Linked to sacred places below -** Explore special places for Christians, Jews, Muslims and Hindus. **Linked to world and others -**Explore special books / stories for Christians, Jews, Muslims and Hindus.  |

 | **Who is a Muslim and how do they live?*** Recognise the words of the Shahadah and that it is very important to Muslims.
* Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names, 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.
* 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.
* Think, talk 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 to.
 | **How do festivals and worship show what matters to a Muslim?*** Identify some beliefs about God in Islam express in Surah 1.
* Make clear links between beliefs about God and ibadah (e.g. how God is worth worshiping; how Muslims submit to God)
* 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. prayer and fasting, as a family and as a community, at home and in the mosque)
* 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.
* Make links between the Muslim ideas 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.
 | **What is the best way for a Muslim to show commitment to God?****What does it mean to be a Muslim in Britain today?*** 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.
* 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.
* Make connections between Muslim beliefs studied and Muslim ways of living in Britain/Cornwall today.
* Consider and weight up the value of e.g. submission, obedience, generosity, self-control and worship in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims.
* Reflect on and articulate what it is like to be Muslim in Britain today, giving good reasons for their views.
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| Judaism | **Linked to sacred places below -** Explore special places for Christians, Jews, Muslims and Hindus. **Linked to world and others -**Explore special books / stories for Christians, Jews, Muslims and Hindus.  | **Who is Jewish and how do they live?*** Recognise the words of the Shema as a Jewish prayer.
* Retell a simple version of 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.
* 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)
* 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 to.
 | **How special is the relationship Jews have with God?****How important is it for a Jewish people to do what God asks them to do?****What is the best way for a Jew to show commitment to God?*** 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.
* 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.
* 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.
 | **Why is the Torah so important to Jewish people?*** 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.
* 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).
* 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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| Humanists and Christians |  |  |  | **What matters most to Humanists and Christians?*** Identify and explain beliefs about why people are good and bad (e.g. Christians and Humanist)
* Make links with sources of authority that tell people how to be good (e.g. Christians ideas of ‘being made in the image of God’ but ‘fallen’ and Humanist saying people can be ‘good without God’)
* 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.
* 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.
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| Hindus | **Linked to belonging unit below -**

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| Explore how Muslim and Hindus celebrate people being special. **Linked to sacred places below -** Explore special places for Christians, Jews, Muslims and Hindus. **Linked to world and others -**Explore special books / stories for Christians, Jews, Muslims and Hindus.  |

 |  | **What do Hindus believe God is like?*** 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 whole ‘way of life’ (dharma)
* Make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshiping 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; during festivals such as Diwali)
* Identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India
* 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.
 | **Does beliefs in Karma, Samsara and Moksha help Hindus lead good lives?****What is the best way for a Hindu to show commitment to God?*** Identify and explain Hindu beliefs, e.g. dharma, karma, samara, 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.
* Make clear connections between Hindy beliefs and dharma, karma, samara 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.
* 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.
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| Scared places  | **Which places are special and why?*** Our own special places – where do we feel happy and safe?
* Explore special places for Christians, Jews, Muslims and Hindus.

Link to religions - Christianity, Judaism, Islam and Hinduism  | **What makes some places sacred to believers?*** 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 simple accounts 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.
* 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.
* Think, talk and ask questions about what happens in a church, synagogue or mosque, saying what they think about these, 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.
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| World and others  | **Which stories are special and why?**

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| * Our own special books.
* Explore special books / stories for Christians, Jews, Muslims and Hindus.
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 | **How should we care for the world and others and why does it matter?*** 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.
* 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.
* 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.
 | **How and why do people try to make the world a better place?*** 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.
* 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.
* 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.
 | **How does faith help people when life gets hard?*** 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 accounting for similarities and differences.
* 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 and reincarnation make a difference to how someone lives.
* 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.
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| Belonging  | **Being special: where do we belong?*** Recognise religious stories making connections with personal experiences Everyone is unique and special.
* Christian baptism and its symbols.
* Explore how Muslim and Hindus celebrate people being special.
* Texts: Psalm 139 (Christian and Jewish focus)

Link to other religions - Christianity and Judaism  | **What does it mean to belong to a faith community?*** Recognise that loving others is important in lots of communities.
* Say simply what Jesus and on other religious leader taught about loving other people.
* Give an example 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 (Christians and/or Jewish and non-religious)
* Give examples in 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.
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