

Religious Education Topic & Progression Map

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Threshold Concepts Each unit should cover 2 Threshold concepts. Either A, B or C and Either D,E or F	Early Learning Goal: Children know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Christianity, Baha'i religion, Buddha Dhamma, Sanatana Dharma (the Hindu religion), Islam, Jain Dharma (the Jain religion), Sikh Dharm (the Sikh religion) and Zoroastrianism and Humanism should be drawn upon. More material to be drawn from Christianity. Each activity to initiate question: Why do we celebrate.....? How do we celebrate.....? What do they do to celebrate?	RE DAY 1 - Autumn 1: What is Important to you? (<i>Islam, Christianity, Sanatana Dharma (the Hindu religion)</i>) RE DAY 2 - Autumn 2:1 - Festival of Light build-up and Golden rules. What common themes bring us together? RE DAY 3 - Autumn 2:2 Why do Christians celebrate Christmas? (<i>Christianity</i>) RE DAY 4 Spring 1: What do Christians and Jews believe about creation? (<i>Christianity, Judaism, Humanism, Islam</i>) RE DAY 5 Spring 2: How do I know I'm being good? (<i>Humanism and Christianity</i>) RE DAY 6 Summer 1: How do religions welcome new members (<i>Christianity Sikh Dharm (the Sikh religion),</i>) RE DAY 7 Summer 2: How do holy books teach religious people about being close to God? (<i>Christianity, Zoroastrianism</i>)	RE DAY 1 - Autumn 1: How do Christians, Jews and Muslims say 'thank you' to God for the natural world? (<i>Christianity, Judaism, Sikh Dharm (the Sikh religion)</i>) RE DAY 2 - Autumn 2:1 - Festival of Light build-up and Golden rules. What common themes bring us together? RE DAY 3 Autumn 2:2 Why is light important in religions? (<i>Sanatana Dharma (the Hindu religion), Christianity</i>) RE DAY 4 Spring 1: What does it mean to be a Muslim? (<i>Islam</i>) RE DAY 5 Spring 2: Do our actions speak louder than words? (<i>Christianity</i>) RE DAY 6 Summer 1: Religions of India (<i>Sanatana Dharma (the Hindu religion) Islam /Sikh Dharm (the Sikh religion))</i> RE DAY 7 Summer 2: What makes a Home? (<i>Buddha Dhamma – the Buddhist religion, Sanatana Dharma (the Hindu religion) Jainism</i>)	RE DAY 1 Autumn 1: What are rules? (<i>Judaism, Sikh Dharm (the Sikh religion),</i>) RE DAY 2 - Autumn 2:1 - Festival of Light build-u and Golden rules. What common themes bring us together? RE DAY 3 - Autumn 2:2: What do people believe about God? (<i>Sanatana Dharma (the Hindu religion, Islam)</i>) RE DAY 4 Spring 1: What can we learn from the life of Buddha about being happy? (<i>Buddha Dhamma – the Buddhist religion</i>) RE DAY 5 Spring 2: That's not fair! Or is it? (<i>Christianity, Islam</i>) RE DAY 6 Summer 1: What makes some places Sacred? (<i>Islam, Sanatana Dharma (the Hindu religion), Sikh Dharm (the Sikh religion) , Christianity</i>) RE DAY 7 Summer 2: Should holy books be treated differently to other books? (<i>Islam</i>)	RE DAY 1 - Autumn 1: How do faiths define themselves? (<i>Baha'i religion,</i>) RE DAY 2 - Autumn 2:1 - Festival of Light build-up and Golden rules. What common themes bring us together? RE DAY 3 - Autumn 2:2: What does worship mean? (<i>Sanatana Dharma (the Hindu religion), Buddha Dhamma – the Buddhist religion, Sikh Dharm (the Sikh religion)</i>) RE DAY 4 Spring 1: What do we mean by commitment? (<i>Buddha Dhamma – the Buddhist religion, Catholicism</i>) RE DAY 5 Spring 2: How is Humanism the same as and different to a religion? (<i>Humanism</i>) RE DAY 6 Summer 1: What is pilgrimage? (<i>Christianity, Islam</i>) RE DAY 7 Summer 2: What is Judaism? (<i>Judaism</i>)	RE DAY 1 Autumn 1: What do we believe in Pinner? (All) RE DAY 2 - Autumn 2:1 - Festival of Light build-up and Golden rules. What common themes bring us together? Why is Diwali celebrated by Hindus and Sikhs? (<i>Sanatana Dharma (the Hindu religion), Sikh Dharm (the Sikh religion)</i>) (INCORPORATED DUE TO DIWALI) RE DAY 3 - Autumn 2:2: What are the 5 pillars of Islam? (<i>Islam</i>) RE DAY 4 Spring 1: Am I always right? (<i>Sanatana Dharma, Judaism, Buddha Dhamma – the Buddhist religion</i>) RE DAY 5 Spring 2: What can we learn from religious texts? (<i>Judaism, Islam, Christianity</i>) RE DAY 6 Summer 1: Do all actions have a consequence? (<i>Buddha Dhamma – the Buddhist religion and Jain Dharma (the Jain religion)</i>)	RE DAY 1 - Autumn 1: Why did a Chief Rabbi say – "Religion is about the why of creation, science is about the how."? (<i>Judaism, Christianity and Humanism</i>) RE DAY 2 - Autumn 2:1 - Festival of Light build-up and Golden rules. What common themes bring us together? RE DAY 3 - Autumn 2:2: Why do people pray? (<i>Christianity, Islam, Judaism</i>) RE DAY 4 Spring 1: How can religious meaning be expressed through art? (<i>Islam, Christianity, Islam</i>) RE DAY 5 Spring 2: How responsible are we for the Environment? (<i>Christianity and Sanatana Dharma (the Hindu religion)</i>) RE DAY 6 Summer 1: What do we believe happens after someone dies? (<i>Sanatana Dharma, Buddha Dhamma – the Buddhist religion, Christianity, Islam</i>) RE DAY 7 Summer 2: Religious responsibility: What does it mean to grow

						RE DAY 7 Summer 2: Is it better to give than to receive? C/F Christianity and Islam.	up? (<i>Judaism, Zoroastrianism</i>)
A - Beliefs, teachings and sources of wisdom.	- I can respond to stories from religions and other traditions through reflecting on my feelings and experiences. - I can ask and answer questions about religion and belief as they occur within everyday experiences. I can meet with people of different faiths and beliefs.	- I can recall events in a story from a religion or other belief system and talk about it. (<i>e.g. talk about the story of the Buddha and the Wounded Swan.</i>) - I can name some of the main festivals or celebrations of a religion and begin to describe them.	- I can tell a story from a religion or other belief system and say some things that people believe. e.g. tell the story of the birth of Jesus and say that Christians believe Jesus is God's son. - I can describe some of the main festivals or celebrations of a religion.	- I can start to consider what a believer might learn from a story important within a religion or other belief system. - I can refer to religious figures and holy books to explain answers.	- I can describe what a believer might learn from a story important within a religion or other belief system. (e.g. make a connection between God's forgiveness and the story of the Prodigal Son.) - I can present the key teachings and beliefs of a religion.	- I can explain how some teachings and beliefs are shared between religions.	- I can make links between the beliefs, teachings of different religions/ other groups and how they are used to provide answers to important questions. (e.g. connect some teachings of the Buddha with different examples of how local Buddhists deal with issues and questions relevant today.)
B Practices and ways of life - celebrations and commemorations,	- I can talk about key elements associated with religions and other celebrations,	- I can use the right names for artefacts/places that are special to members of religions or other belief systems.	- I can recognise and talk about some of the artefacts/places that are the same for different people.	- I can identify religious artefacts/places and explain how and why they are used in	- I can describe some of the artefacts/places that are the same and different for people from	- I can think about how people's faith/belief impacts their lives and why some within the same	- I can show an understanding of the role of a spiritual leader. - I can use religious/other

prayer worship and reflection.	ceremonies and commemorations including those linked to festivals. - I can explore artefacts, places and rituals associated with the main world religions and other belief systems. - I can handle artefacts with curiosity and respect.	(e.g. say "That is a gurdwara," when looking at places of worship)	- To recognise how same places (homes) are special for different people. (e.g. say that Christians and Muslims both have holy books.) LI: To relate my emotions to some of experiences in a home. -To relate my emotions to some of the experiences of religious figures.	religions and other belief systems.	religions and other belief systems. (e.g. note how Christians and Jews both treat their holy books with respect but look after them in different ways.) - I can explain some of the religious practices of both clerics and other individuals.	faith may adopt different lifestyles.	language accurately to compare and contrast what practices and experiences may be involved in belonging to different religious groups/other belief systems. (e.g. compare ideas and views about pilgrimage and journeys in Christianity and Hinduism and how the pilgrimage is significant to them.)
C Forms of expressing meaning language and symbolism.	- I can respond creatively, imaginatively and meaningfully to memorable experiences. - I can use basic vocabulary which is specific to the major world religions and other belief systems.	- I can recognise art, symbols and words featured in religions and other belief systems, and talk about them. (e.g. say, "That is The Happy Human," when my teacher shows me a picture)	- I can name say what some religious and other symbols stand for and say what some of the art is about. (e.g. say that the diva reminds Hindus of the story of Rama and Sita.)	- I can use religious and other words to describe some of the different ways in which people show their beliefs. Such as in literature and the arts. (e.g. identify special items that Sikh people might wear and describe some reasons why.)	- I can use religious and other words to describe and explain some of the different ways in which people show their beliefs. Such as in literature and the arts. (e.g. identify special items that Sikh people might wear and explain their significance.)	- I can describe how religious and other beliefs, ideas and feelings are expressed in a range of styles. (e.g. draw and label the key features inside a local mandir and a home mandir.)	- I can describe and explain how religious and other beliefs, ideas and feelings are expressed in a range of styles and suggest what they mean. (e.g. draw and label the key features inside a local mandir and a home mandir, indicating their meaning for those who worship there.)
D Identify, diversity and belonging - Places, communities, rites of passage.	- I can talk about the ways in which people show care, concern and love for each other and why it is important	- I can talk about important things that happen to me and how they made me feel. (e.g. talk about how I felt when my baby brother or sister was baptised) - I can talk about things that are important to me and compare these to religious beliefs.	- I can talk about what has happened to me and ask about what happens to others with respect for their feelings. (e.g. think about how Jewish people say sorry as part of the Ten Days of Solemnity) - I can relate my emotions to some of the experiences	- I can talk about things that influence me and look at things that influence other people. (e.g. talk about how the Prophet Muhammad (pbuh) influenced his followers and how friends influence me.)	- I can give some reasons why religious figures may have acted as they did. - I can ask questions that have no universally agreed answers.	- I can talk about people who have inspired and influenced myself and others. (e.g. write an interview with a member of the Russian Orthodox community, referring to the beliefs which sustain them and	- I can ask questions about who we are and where we belong, and suggest answers which refer to people who have inspired and influenced myself and others. (e.g. write an interview with a member of the Russian Orthodox community, referring to the beliefs which

			of religious figures studied.			give them their identity.) - I can explain my ideas about the answers to ultimate questions.	sustain them and give them their identity.) - I can explain why my answers to ultimate questions may differ from those of others.
E Meaning, purpose and truth - reflection and appreciation; ultimate questions.	- I can begin to share my own experiences and feelings with others and reflect upon them. - I can think about issues of right and wrong and how human beings support one another.	- I can talk about what I find interesting or puzzling. (e.g. say, "I like the bit when David was brave against Goliath.")	- I can talk about some things in stories that make people ask questions. (e.g. say "It was puzzling and mysterious when God spoke to Moses.") - I understand the term 'morals'	- I can compare my ideas with those of other people. (e.g. ask why many people do not believe in life after death, giving my view and comparing with a particular religious view.)	- I can ask important questions about life and compare my ideas with those of other people. e.g. ask why many people do not believe in life after death, giving my view and comparing with a particular religious view.	- I can ask questions about the meaning and purpose of life, and suggest answers which might be given. (e.g. ask some questions about life after death and provide answers that refer to resurrection and reincarnation.)	- I can ask questions about the meaning and purpose of life, and suggest a range of answers which might be given by me as well as members of different religious groups. (e.g. ask some questions about life after death and provide answers that refer to resurrection and reincarnation.)
F Human responsibility and values.	- I can explore different religions and learn that other people have different religions and beliefs to me.	- I can talk about what is important to me and to other people (e.g. talk about how I felt when I gave a present to my friend and how I think that made my friend feel) - I can understand that I have to make my own choices in life.	- I can talk about what is important to me and to others with respect for their feelings. (e.g. say "I agree with the rule about not stealing as stealing is not fair.") - I understand how my actions affect others.	- I can explain how beliefs about right and wrong affect people's behaviour. - I can discuss and give opinions on stories involving moral dilemmas.	- I can link things that are important to me and other people with the way I think and behave. (e.g. talk about how listening to a story about generosity might make me behave when I hear about people who are suffering.)	- I can ask questions about the moral decisions I and other people make, and respectfully suggest what might happen as a result of different decisions. - I can explain why different religious communities or individuals may have a different view of what is right and wrong.	- I can ask questions about the moral decisions I and other people make, and suggest what might happen as a result of different decisions, including those made with reference to religious beliefs/values.