**Religious Education Curriculum Progression**

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| **National Curriculum Purpose of study** | Religious education provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human. It develops pupils’ knowledge and understanding of Christianity, other religions and other world views that offer answers to questions such as these. It offers opportunities for personal reflection and spiritual development. It enhances pupils’ awareness and understanding of religions and beliefs, teachings, practices and forms of expression, as well as of the influence of religion on individuals, families, communities and cultures. They learn to weigh up the value of wisdom from different sources, to develop and express their insights in response, and to agree or disagree respectfully. |
| **National Curriculum Aims** | Religious education encourages pupils to develop their sense of identity and belonging. It enables them to flourish individually within their communities and as citizens in a pluralistic society and global community. Religious education has an important role in preparing pupils for adult life, employment and lifelong learning. It enables pupils to develop respect for and sensitivity to others, in particular those whose faiths and beliefs are different from their own. It promotes discernment and enables pupils to combat prejudice.It is essential that religious education enables pupils to share their own beliefs, viewpoints and ideas without embarrassment prejudice or ridicule. |
| **Key Stage**  | **Key stage 1** | **Key Stage 2** |
| **Subject Content** | Children are expected to:* Recall and name different beliefs and practices, including festivals, forms of worship, rituals and ways of life, in order to find out about the meanings behind them.
* Retell and explore the meanings of some religious and moral stories, explore and discuss sacred writings and sources of wisdom, and recognise the traditions behind them.
* Recognise some of the symbols and actions that express a religious community’s way of life, looking at similarities between them.
* Ask and respond to questions about what individuals and communities do, and why, so they can identify what it means to be a part of a community.
* Observe and recount different ways of expressing identity and belonging.
* Notice and respond to some of the similarities between different religions and worldviews.
* Explore questions about belonging, meaning and truth so that they can express their own opinions and ideas in response, using words, music, art or poetry.
* Find out about and respond to examples of cooperation between people who are different.
* Find out about questions of right and wrong and begin to develop and express their own opinions.
 | In KS2, pupils are expected to expand on the knowledge and understanding of religions and worldviews that they gained in KS1. * Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and rituals.
* Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings of different communities.
* Explore and describe a range of beliefs, symbols and actions so they can understand different ways of life and ways of expressing meaning.
* Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and their communities.
* Understand the challenges of commitment to a faith community, suggesting why belonging to a community might be valuable.
* Observe and consider different dimensions of religion, showing an understanding of similarities and differences within and between religions and worldviews.
* Discuss and present their own and others’ views on questions of belonging, meaning, purpose and truth, through different forms such as [music](https://www.theschoolrun.com/other-subjects/music), [art](https://www.theschoolrun.com/other-subjects/art) and [poetry](https://www.theschoolrun.com/english/poetry-and-plays).
* Consider and apply ideas about ways in which diverse communities live together for the wellbeing of all, taking account of values, community and respect.
* Discuss and apply their own and others’ ideas about ethical questions, including ideas about right and wrong, and justice and fairness.
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| **Early Years Foundation Stage** | ***ELG: People, Culture and Communities*** *Children at the expected level of development will:* *- 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;****Summer Term Skills:****- Know some similarities between different religions and cultures.****Topics and Themes –*** *Ourselves: Who am I? Magic: What will you wish for? Rhyme: Why do words matter? Once upon a time:**What’s the story? Journeys & transport: Where will you take me? Transitions: How do things change?****Cross curricular links and opportunities –*** *Chinese New Year, Christmas, Easter* |
|  | **Year 1**  | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
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| *Experiences and opportunities* *Cross curricular links* | Visiting places of worship, listening and responding to visitors from local faiths. | Jonah and the whale.Noah’s Ark.Christmas nativity performances | Daniel in the lion’s den. | Joseph and his technicolour dream coat.Moses. | Jonah and the whale.Noah’s ark. | The story of David and GoliathGood Samaritan. |
| *Other suggestions**Assembly stories* | <https://www.bbc.co.uk/bitesize/articles/zk4grj6><https://www.bbc.co.uk/bitesize/articles/zf4grj6>Judaism – Story of Moses | Christmas Story – nativity Christianity  | <https://www.bbc.co.uk/bitesize/articles/z4dc47h>The story of Rama and Sita (Hinduism) | <https://www.bbc.co.uk/bitesize/articles/zdgrcqt>Ramadan - Fasting 23/4 – 23/5 |  |  |
| *Topics/themes*  | SuperheroesNocturnal animalsFairy talesDragonsMinibeastsThe seaside now and then | Sense of selfPiratesThe great fire of LondonAnimals and Places | Roald DahlLight and darkThe RomansPlantsThe Stone Age | ConnectivitySoundThe rainforestRobotsThe Ancient Egyptians | World War 2Earth and spaceCommunityShakespeareBeachesAnimals | IdentityAncient GreeceSurvivors and explorersAdventuresAspiration  |
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| Early years Foundation | Pupils should encounter religions and worldviews through special people, books, times, places and objects and by visiting places of worship. They should listen to and talk about stories. Pupils can be introduced to subject specific words (see below for vocabulary) and use all their senses to explore beliefs, practices and forms of expression. They ask questions and reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of and wonder at the world in which they live. |
|  | Autumn term | Spring term | Summer term |
| YEAR 1  | **Introduction to Christianity, Judaism and Islam*** Understand that there are various groups that have different religious beliefs.
* Recall three of these groups as Christianity, Judaism and Islam and explain what someone who believes in that faith will call themselves (Christians, Jews and Muslims)
* Identify aspects of the natural world which they find wonderful
* Recall and discuss key points in the Christian, Jewish and Muslim stories of creation
* Use appropriate vocabulary to describe the ways in which Christians, Jews and Muslims demonstrate their appreciation to God for the natural world

**Light*** Recognise and discuss why light is important in everyday life and why it might be used in festivals/celebrations
* Discuss how the use of light in these festivals/celebrations makes them feel
* Recognise that light is a religious symbol
* Recognise how light is used in Jewish and Christian festivals, noting similarities to their own experiences
 | **Belonging*** Recognise some signs and ceremonies of belonging that occur in religions
* Say what is important about belonging in their own lives
* Explore how a religious group might welcome someone new
* Understand what it means to belong to a Christian group
* Understand what it means to belong to a different religious group

Reflect upon how our actions reflect our values**Giving up something for love.*** Recount key elements from the Easter story and other Christian stories
* Be able to say who is important in their own lives
 | **Special books*** Talk about which books are special to them, giving reasons
* Recognise and name books are special to people from different religious groups
* Understand why the Bible is a special book for Christians
* Understand why the Torah is a special book for Jews
* Understand why the Qur’an is a special book for Muslims
* Recount some stories that are important to different religious groups
* Recognise that life involves making choices between right and wrong
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| YEAR 2  | **Signs and symbols*** Explain what messages and meanings are expressed through some Christian and Muslim symbols
* Describe experiences and feelings which they share with others
* Ask questions about the use of artefacts and symbolic behaviour

**Easy questions – difficult answers****Giving and receiving at Christmas.*** Describe some religious ideas from stories and some basic religious beliefs, teachings and events
* Ask a range of questions about puzzling aspects of life and experience; suggest answers, including religious ones. \* Questions could include: Who is God? Why Am I here? What is Good and What is Bad? Is Death the End?
* Recall and understand the role of the Wise Men in the Christmas story
* Identify the effects of actions on others
 | **Special places.*** Name the place of worship for Christians and explain why they go there
* Recount some of the practices that Christians participate in when in church
* Describe some key objects that can be found in a church
* Visit a local church in the area
* Identify places that are special to them, giving reasons for their answers
* Reflect on how a Christian might feel when they enter a church and compare with their own experiences

**Easter – Why is it important for Christians?*** Recall the key events in the Easter Story
* Describe why Easter is an important festival for Christians
* Describe feelings they share with others, including characters in stories with religious meaning
 | **Religious Leaders – Role Within the Community*** Recall the titles of key religious leaders – Vicar/Priest (Christianity), Rabbi (Judaism) and Imam (Islam)
* Explain some of the key roles of these religious leaders
* Describe what effect they have on the lives of religious people and their community
* Begin to recognise their own values and identify the effects of actions on others
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| YEAR 3  | **Stories of Key Religious Leaders (Jesus, Mohammed)*** Identify similarities and differences between Christians and Muslims based on basic religious beliefs, stories, objects, people and practises
* Explain who Muhammed was and why he is important to Muslims today
* Describe how Muslims show respect for Muhammed and Allah
* Describe experiences and feelings they share with others, including characters in stories with religious meaning

**Angels – messengers sending news and Christmas*** Recount the Christmas Story
* Explore the significance of Angels in the Christmas story
* Describe how angels are portrayed today
* Recount some stories of angels in Judaism and Islam and compare them to the Christmas story
* Ask a range of questions about puzzling aspects of life and experience; suggest answers, including religious ones
 | **Special Places – Mosque, Synagogue*** Recall the place of worship for Christians and explain why they go there, reflecting on key practises and objects
* Name the places of worship for Muslims and Jews
* Recount some of the practices that Muslims and Jews participate in when in their place of worship
* Describe some key objects that can be found in a mosque and a synagogue and explain their significance to followers
* Visit a synagogue or mosque in the local area
* Make comparisons between the three places of worship, identifying similarities and differences
* Identify places that are special to them, giving reasons for their answers
* Reflect on how a Jew or Muslim might feel when they enter a church and compare with their own experiences
* Identify what influences them, making links between aspects of their own and others’ experiences

**The Life of Jesus*** Recount key events in Jesus life and some stories that he told
* Describe what a believer may learn from these events and stories
* Suggest meanings for Jesus’ actions
* Describe and explain the significance of Lent
* Recognise their own values, in relation to matters of right and wrong
 | **Rules and how they influence actions*** Describe some rules that Muslims and Christians follow as part of their faith
* Identify similarities and differences between these rules
* Recognise how abiding by rules can influence behaviour in a positive way
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| YEAR 4  | **Hinduism – worship & different gods*** Identify religious symbolism as expressed through literature and the arts.
* Demonstrate an understanding that personal experiences and feelings can influence their attitudes and actions
* Explain how common/shared beliefs of what is right and wrong affects behaviour
* Explain the key features of Hinduism, including Hindu beliefs about God, symbols and special objects, and make comparisons with other religions studied

Describe where Hindus worship and recount what happens in an act of worship in a Hindu home**Advent – Christmas around the world*** Describe how Advent and Christmas is celebrated around the world by Christians and people of other faiths or those who do not follow a religion
* Identify how Christians express their faith at Christmas time through literature and the arts.
* Explore common/shared beliefs about Christmas
 | **Rituals – food in religious Worship*** Explain the significance of food as part of Christian, Jewish, Muslim and Hindu worship
* Identify and name some foods used in worship in each of the four religions
* Recount the rituals associated with the sharing of food in Christianity, Judaism, Islam and Hinduism
* Identify some similarities and differences between religious practises
* Demonstrate an understanding that personal experiences and feelings can influence their attitudes and actions

**Easter Foods and The Last Supper*** Make connections between the Easter story and current Easter traditions
* Understand and explain the symbolism for Christians behind the use of particular foods at Easter time
* Recount the key events of The Last Supper, reflecting on the themes of friendship, betrayal and forgiveness
 | **Special Books and Sacred Texts - Christianity*** Recall and explain the importance of the Bible to Christians
* Demonstrate the ritual of how the Bible is handled and explain the reasons behind the ritual
* Identify the sacred texts for Hindus and explain their importance to a believer
* Describe how Hindu stories help Hindus in their daily lives
* Identify similarities and differences between the rituals involved in handling these sacred texts
* Demonstrate an understanding that personal experiences and feelings can influence their attitudes and actions
* Explain how common/shared beliefs of what is right and wrong affect behaviour
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| YEAR 5  | **Rules for living – the Ten Commandments**.* Identify the rules for living applied by Jewish people and describe their meaning, using appropriate vocabulary
* Recount their origins, according to Jewish stories
* Recognise how these rules of living affect the daily life of Jewish people
* Recognise how moral values and religious beliefs can influence behaviour;
* Ask questions about matters of right and wrong and suggest answers which show understanding of moral and religious teachings.
* Recall what happened in the Holocaust to Jewish people and other minority groups, giving some reasons for the Nazis’ persecution of these groups

**Reflect on the impact that the Holocaust has had****Light as a symbol – Advent, Hanukkah, Christmas*** Identify the symbolism of light in some religious celebrations
* Describe how the use of light during celebrations could affect the experience of believers
* Reflect upon the personal significance of using light in celebrations
 | **Leaders in religious communities and of religion today.****Celebrations for Passover.*** Explore the characteristics of authority figures
* Define the characteristics of a religious leader
* Compare and contrast the roles and responsibilities of different religious leaders, including leaders with a global role, e.g. the Pope
* Identify authority figures who have had an impact on their lives for different reasons
* Examine the influence of religious leaders upon believers and compare with personal experiences
* Recount key events in the story of the Jews exodus from Egypt, including the role of Moses in the story
* Explain the significance of the story to Jews today and how it is celebrated in Passover

Describe the significance of each item on a Sedar plate**Celebrations for Easter (Jesus & betrayal)*** Recount the key events of Holy Week and what happened to Jesus in the last hours of his life
* Identify the common themes between Easter and Passover
* Describe the possible impact of the events of the Crucifixion on Christians today
* Demonstrate an understanding that personal experiences and feelings can influence attitudes and actions
 | **Creation stories and ultimate questions they raise*** Identify questions to which there are no universally agreed answers
* Identify questions which religions attempt to provide answers to
* Compare and contrast stories of creation from different religions
* Make links between beliefs of creation and how they are connected to believers’ lives, e.g. Sunday being a ‘day of rest’ for Christians

Describe how Jewish people celebrate the creation of the world and explain the significance of the ritual |
| YEAR 6  | **Ideas about God*** Using appropriate religious vocabularies pupils identify and describe key features of Christian belief in God
* Raise and suggest own answers, including religious ones, to a range of ultimate questions, e.g. what might God be like?

**Christmas—sacred and secular*** Identify and describe the differences between the sacred and the secular Christmas
* Ask questions and suggest own answers about the significant experiences of Christians at Christmas
* Examine the modern impression of Christmas versus the more traditional and address the argument that Christmas should be a celebration for Christians only.
 | **Human responsibility for the environment—different beliefs*** Identify beliefs that influence human actions, e.g. I think animals should have the same respect as humans so I don’t eat meat
* Make links between Christian beliefs and how they view the relationship between humans, the environment and other living creatures

**Suffering—overcoming evil*** Using appropriate religious vocabulary to identify and describe different religious beliefs and teachings about morality and suffering
* Ask questions about morality and suffering; suggest answers which show understanding of moral and religious teachings, e.g. can desire cause suffering? Why is there suffering in the world? How do you overcome evil and promote goodness?
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| Key vocabulary  | *KS1: belief, faith, God, worship*  |

**Religious education for children and young people:**

**provokes challenging questions** about the meaning and purpose of life, beliefs, the self, issues of right and wrong, and what it means to be human. It develops pupils’ knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development

**encourages 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. This also builds resilience to anti-democratic or extremist narratives

**enables 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

**prompts 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.