

Religious Education Progression Map



Intent:

At Peel Hall Primary School, we believe that it is vital for all our pupils to learn from and about religion, so that they can understand the world around them – specifically diversity, differences, influences and choices people make. Through Religious Education, pupils develop their knowledge of the world faiths, and their understanding and awareness of the beliefs, values and traditions of other individuals, societies, communities and cultures. We encourage our pupils to ask questions about the world and to reflect on their own beliefs, values and experiences. Our Religious Education curriculum is enhanced further with trips to places of worship in our local area. Religious Education is taught throughout the school in such a way as to reflect the overall aims, values, and philosophy of the school.

Implementation:

At Peel Hall Primary School, R.E. will not be taught weekly but within a week each afternoon each half term. The following religions have been selected for study by our pupils under the sub headings of: **believing** - which is about who they are, special and important stories and what they believe in and teachings: **expressing** - celebrations, prayer, special places, important food and clothes and **living** - religious communities, way of life and rules:

- Christianity
- Islam
- Judaism
- Buddhism
- Hinduism
- Sikhism

We value the religious background of all members of the school community and hope that this will encourage individuals to share their own experiences with others freely. All religions and their communities are treated with respect and sensitivity and we value the links, which are, and can be made between home, school, and a faith community. We acknowledge that each religion studied can contribute to the education of all our pupils and enable them to draw comparisons between religions and specifically Christianity. We promote teaching in Religious Education that stresses open enquiry and first-hand experiences through visits and visitors that provide unique insights into religions, belief and enable children to make comparisons with Christianity.

Impact:

The children at Peel Hall Primary School enjoy learning lots about other religions and why people choose, or choose not to follow a religion. Through their R.E. learning, the children are able to make links between their own lives and those of others in their community and in the wider world. R.E. acts as a link, therefore, between social aspects of learning and geography. Through R.E. our children are developing an understanding of other people's cultures and

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ways of life, which they are then able to communicate to the wider community. R.E. offers our children the means by which to understand how other people choose to live and to understand why they choose to live in that way. As such, R.E. is invaluable in an ever changing and global world.

Overview:

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Early Years	Harvest	Divali/Christmas	Celebrations	Easter	Stories about Jesus	Bible Stories
Year 1 – Christianity	Believing – Who is a Christian?	Believing – What do Christians believe in?	Expressing – Christian Special places.	Expressing – Christian festivals and celebrations	Expressing – Christian special Stories	Living – Christian Community
Year 2 - Sikhism	Believing – Who is a Sikh?	Believing – What do Sikhs believe in?	Expressing – Sikh Special places.	Expressing – Sikh festivals and celebrations	Expressing – Sikh special Stories	Living – Sikh Community
Year 3 – Islam	Believing – Who is a Muslim?	Believing – What do Muslims believe in?	Expressing – Muslim Special places.	Expressing – Muslim festivals and celebrations	Expressing – Muslim special Stories	Living – Muslim Community
Year 4 – Judaism	Believing – Who is a Jew?	Believing – What do Jews believe in?	Expressing – Jewish Special places.	Expressing – Jewish festivals and celebrations	Expressing – Jewish special Stories	Living – Jewish Community
Year 5 – Hinduism	Believing – Who is a Hindu?	Believing – What do Hindus believe in?	Expressing – Hindu Special places.	Expressing – Hindu festivals and celebrations	Expressing – Hindu special Stories	Living – Hindu Community
Year 6 - Buddhism	Believing – Who is a Buddhist?	Believing – What do Buddhists believe in?	Expressing – Buddhist Special places.	Expressing – Buddhist festivals and celebrations	Expressing – Buddhist special Stories	Living – Buddhist Community

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Year 6

Show understanding Describe impact	Ask questions Suggest answers
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Make links Describe	Make links Reflect
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Year 2

Retell Identify	Ask Respond sensitively
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Recognise Name	Talk about Respond simply
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Learning about religion

Learning from religion

R.E. Steps

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The expectation of the Agreed Syllabus is that at the end of Key Stage 1 pupils will be able to:

AT1- Knowledge and Understanding With reference to the statutory Key Content specified by this syllabus:	AT2- Reflection and Response With reference to the statutory Key Content specified by this syllabus:
Recall and name different beliefs and practices, including festivals, worship and rituals	Suggest meanings behind different beliefs and practices
Retell some religious and moral stories from sacred writings, recognising the traditions from which they come	Suggest meanings of some religious and moral stories
Recognise some different symbols and actions, including prayer, attending a place of worship and reading from a sacred text, which express faith communities' ways of life	Appreciate some similarities between faith communities
Identify what difference belonging to a faith community might make	Ask and respond to questions about what individuals and faith communities do, and why
Observe and recount different ways of expressing identity and belonging to faith groups, including wearing clothing and symbols and taking part in acts of worship	Respond sensitively to expressions of belonging to faith groups
Pupils present ideas about two different religions using key words for each faith studied, including naming the place of worship, two symbols or artefacts found there, one key figure and one core belief	Notice and respond sensitively to some similarities between different religions and worldviews
Consider responses to big questions from different religious traditions and worldviews	Express their own ideas and opinions using words, music, art or poetry
Give examples of co-operation from different religious traditions	Respond with ideas to examples of co-operation from different religious traditions
Identify how different religions answer questions of right and wrong	Express their ideas and opinions in response to questions of right and wrong

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End of Key Stage 2 Year 3 & 4

The expectation of the Agreed Syllabus is that at the end of Key Stage 2 pupils will be able to:



AT1 – Knowledge and Understanding With reference to the statutory Key Content specified by this syllabus:	AT2 – Reflection and Response With reference to the statutory Key Content specified by this syllabus:
Describe and make connections between different features of religions, including celebrations, worship and the rituals, which mark birth and marriage.	Reflect on the significance for faith members of participating in celebrations, worship and the rituals which mark birth and marriage
Describe and show understanding of links between stories, beliefs and practices of faith communities specified in the key content	Respond thoughtfully to a range of sacred writings and the beliefs, teachings and practices of different faith communities specified in the key content
Describe a range of beliefs, symbols and actions showing links between different religions including rules for living and forms of worship specified in the key content	Demonstrate understanding of different ways of life and ways of expressing meaning including rules for living and forms of worship specified in the key content
Show understanding of how beliefs, practices and forms of expression influence individuals and communities	Give reasons for the significance of beliefs, practices and forms of expression to individual members and faith communities
Show understanding of the challenges of commitment to a community of faith	Suggest why belonging to a community of faith may be valuable, both to faith members and in their own lives
Explain similarities and differences within and between different religions and worldviews including key rituals, key artefacts, sacred places	Reflect on similarities and differences within and between different religions and worldviews including key rituals, key artefacts, sacred places
Present their own and others' views to challenging questions about belonging, meaning, purpose and truth	Apply ideas of their own to challenging questions in different forms including reasoning, music, art and poetry
Identify ways in which diverse communities can live together for the wellbeing of all	Respond thoughtfully to ideas about community, values and respect
Articulate the responses of different religions to ethical questions, including ideas about what is right and wrong and what is just and fair	Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response



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End of Key Stage 2 Years 5 & 6

The expectation of the Agreed Syllabus is that at the end of Key Stage 2 pupils will be able to:

AT1 – Knowledge and Understanding With reference to the statutory Key Content specified by this syllabus:	AT2 – Reflection and Response With reference to the statutory Key Content specified by this syllabus:
Describe and make connections between different features of religions, including celebrations, worship, pilgrimages and the rituals which mark birth, death and marriage	Reflect on the significance for faith members of participating in celebrations, worship, pilgrimages and the rituals which mark birth, death and marriage
Describe and show understanding of links between stories, beliefs and practices of faith communities specified in the key content	Respond thoughtfully to a range of sacred writings and the beliefs, teachings and practices of different faith communities specified in the key content
Describe a range of beliefs, symbols and actions showing links between different religions including rules for living and forms of worship specified in the key content	Demonstrate understanding of different ways of life and ways of expressing meaning including rules for living and forms of worship specified in the key content
Show understanding of how beliefs, practices and forms of expression influence individuals and communities	Give reasons for the significance of beliefs, practices and forms of expression to individual members and faith communities
Show understanding of the challenges of commitment to a community of faith	Suggest why belonging to a community of faith may be valuable, both to faith members and in their own lives
Explain similarities and differences within and between different religions and worldviews including key rituals, key artefacts, sacred places	Reflect on similarities and differences within and between different religions and worldviews including key rituals, key artefacts, sacred places
Present their own and others' views to challenging questions about belonging, meaning, purpose and truth	Apply ideas of their own to challenging questions in different forms including reasoning, music, art and poetry
Identify ways in which diverse communities can live together for the wellbeing of all	Respond thoughtfully to ideas about community, values and respect
Articulate the responses of different religions to ethical questions, including ideas about what is right and wrong and what is just and fair	Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response