

# **Highbank Primary and Nursery School** **Progression Map** **RE**



At Highbank, we want our children to have a deep understanding and appreciation of different religions so that they can form mutual respect for their peers, the school community and the wider world. They can use their growing knowledge to understand, question and explore the world around them and empathise with those who have different cultures and beliefs.

We aim to develop the children's knowledge and understanding of the religions and beliefs which form parts of their society. We aim to teach children about the five world religions by the end of their primary school career. As a school, we promote tolerant and respectfulness to all the different world religions and beliefs. We hope that our RE teaching provokes challenging questions about the meaning of life, beliefs and issues of right and wrong.

As a school, we teach RE lessons at least 3 times every half term. The RE topics are standalone and follow the Nottinghamshire 'Religious Education for all' agreed Syllabus. We also hold an annual theme week dedicated to the teaching of RE. Each year group focuses on a different religion and they spend the week immersing themselves on many aspects of that religion. As a result, as children progress through the school they will have had the opportunity to learn about the world religions in detail.

The teaching of RE progresses over a child's time at school. In EYFS, pupils start out by exploring their curiosity and experiences through RE and focus on stories and people in Christianity. In Key stage one, children start exploring and discovering more about Christianity and also another religion, Judaism. When children are in Key stage two the focus is on their understanding of these religions and making connections between and within religions. In Year 3, 4 and 5, the teaching of the Islamic and Hindu faith is also introduced.

## RE YEARLY OVERVIEW

<b>F2</b>	<p><b>Special Stories</b> Which stories are special and why? Stories of Jesus</p>	<p><b>Special People</b> Who is important to us? God is important to Christians</p>	<p><b>Special Places</b> Where is important to us? Church as a place of worship for Christians</p>	<p><b>Special Times</b> What times are special and why? The Easter Story &amp; Christmas</p>	<p><b>Belonging</b> Who are we and how do we belong?</p>	<p><b>Our Wonderful World</b> How can we care for living things and the earth?</p>
<b>Y1</b>	<p><b>Celebrations &amp; Festivals</b> Who celebrates what and why? <i>Christianity &amp; Judaism</i></p>	<p><b>Myself &amp; Caring for Others</b> How do we show we care for others? Why does it matter? <i>Christianity &amp; Judaism</i></p>	<p><b>Beliefs &amp; Teachings</b> How do religious stories make a difference to people lives? <i>Christianity</i></p>	<p><b>Symbols</b> In what ways are churches / synagogues important to believers? <i>Christianity &amp; Judaism</i></p>		
<b>Y2</b>	<p><b>Leaders</b> What makes some people inspiring to others? <i>Christianity &amp; Judaism</i></p>	<p><b>Believing</b> What do Jewish people believe about God, creation, humanity and the world? <i>Judaism</i></p>	<p><b>Belonging</b> What is it like to belong to the Christian religion in Nottingham today? <i>Christianity</i></p>	<p><b>Stories</b> How and why are some stories important in religions? <i>Christianity &amp; Judaism</i></p>		
<b>Y3</b>	<p><b>Beliefs &amp; Questions</b> How do people's beliefs about God, the world and others impact their lives? <i>Christianity</i></p>	<p><b>Christmas: Theme of Advent</b> A time of preparation and hope <i>Christianity</i></p>	<p><b>Religion Family &amp; Community: Prayer</b> How do religious families and communities practice their faith? <i>Christianity &amp; Islam</i></p>	<p><b>Worship &amp; Sacred Places</b> Where, how and why do people worship? <i>Islam, Hinduism &amp; Christianity</i></p>	<p><b>Inspirational People from the Past</b> What can we learn from inspiring people in sacred texts and in the history of religions? <i>Christianity, Islam &amp; Judaism</i></p>	
<b>Y4</b>	<p><b>The Journey of Life &amp; Death</b> Why do some people think life is a journey? <i>Christianity, Islam &amp; Hinduism</i></p>	<p><b>Christmas: Theme of Light.</b> What symbols are used in churches to mark this period? <i>Christianity</i></p>	<p><b>Symbols &amp; Religious Expression</b> How do people express their religious and spiritual ideas on pilgrimage? <i>Christianity, Islam &amp; Hinduism</i></p>	<p><b>Spiritual Expression</b> What can we learn from music and worship? <i>Christianity</i></p>	<p><b>Religion, Family &amp; Community</b> How do Hinduism families practise their faith? <i>Hinduism</i></p>	
<b>Y5</b>	<p><b>Inspirational People in Today's World</b> What can we learn from great leaders in today's world? <i>Christianity, Hinduism &amp; Islam</i></p>	<p><b>Christmas: Theme of Giving</b> Wise Men/Epiphany (gifts and giving) <i>Christianity</i></p>	<p><b>Religion and the Individual: What Matters to Christians?</b> What is expected of a person in following a religion or belief? <i>Christianity</i></p>	<p><b>Beliefs &amp; Questions</b> How do people's belief about God, the world and others have impact on their life? <i>Islam &amp; Hinduism</i></p>	<p><b>Beliefs in Action in the World</b> How are religious and spiritual thoughts expressed in art, architecture, charity and generosity? <i>Christianity, Hinduism &amp; Islam</i></p>	
<b>Y6</b>	<p><b>Teachings, Wisdom &amp; Authority</b> What do sacred texts and other sources say about God, the world and human life? <i>Christianity, Hinduism &amp; Islam</i></p>	<p><b>Religion, Worldviews, Family &amp; Community</b> What contributions do religions make to local life in Nottingham? <i>Christianity, Hinduism, Judaism &amp; Islam</i></p>	<p><b>Beliefs in Action</b> How do religions and beliefs respond to Global Issues: fairness, human rights, social justice, and the importance of the environment? <i>Christianity &amp; Hinduism</i></p>	<p><b>Beliefs in action</b> How can we be Upstanders today? <i>Judaism</i></p>		

## Links to learning in EYFS

Children in the Early Years are guided to make sense of their world and their community. Pupils are given valuable personal experiences to ensure they gain knowledge and understanding of their community and the diverse cultural world in which they live, recognising that people have different beliefs and celebrate special times in different ways. Children will listen to a variety of stories and poems, increasing their vocabulary and understanding, as well as real life, hands on experiences of different of cultures and celebrations.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Pupils will learn about annual or weekly celebrations for Christians and Jewish people. Festivals from other faiths can be introduced e.g. Diwali, Eid al Fitr.</p> <p>Pupils will learn about their uniqueness as a person in a family and community. They will be taught about examples of caring for others and exploring characteristics such as goodness, kindness, generosity, sharing.</p> <p>Pupils will learn about some stories of Jesus and some stories Jesus told. They learn that these stories matter to Christians because of who they believe Jesus was: God came to earth, with the power to help people in many ways.</p> <p>Pupils will learn about the use of a place of worship. They will know about worship at a church and a synagogue, including the symbols, artefacts, music, holy books and other things that happen there. They will learn about weddings in Jewish and Christian holy buildings.</p>	<p>Pupils will learn some stories of Moses. They will find out about Moses as a great leader for Jewish people. They will learn some stories about Jesus and Saint Peter. They will find out about Saint Peter as a Christian leader.</p> <p>Pupils will learn some Jewish peoples' ideas about God and the story of creation. They will find out about the importance of Shabbat, a way of belonging, including the link between creation and Shabbat. They will learn about some ways a Rabbi teaches the community about God.</p> <p>Pupils will learn about belonging in a family, to a school and in the community. They will gain knowledge about ways of belonging in Christianity.</p> <p>Pupils will learn Jewish and Christian stories. They will gain knowledge about the Jewish Bible and the importance of the Torah.</p>	<p>Pupils will learn about Bible stories that lie behind the celebrations of Christmas, Easter, Pentecost and Harvest. They will learn about key Christian ideas: incarnation, trinity, crucifixion, resurrection and the Holy Spirit.</p> <p>Pupils will learn about the practice, meaning and importance of the 5 daily Islamic prayers. They will learn about the meaning and use of the Lord's Prayer in Christianity.</p> <p>Pupils will learn about Churches, Mosques and Mandirs and the ways these buildings express key ideas about belief and worship. They will learn to identify similarities between the places of worship and to connect features of the buildings to religious beliefs, teachings, practices and ways of living.</p> <p>Pupils will learn about two examples of inspirational people from the Jewish and Christian Bible..</p>	<p>Pupils will learn key ways in which Christians, Hindus and Muslims see life as a journey. They will learn about a range of ideas about different concepts of an afterlife.</p> <p>Pupils will learn about pilgrimages and religious journeys. They will learn about local places of pilgrimage.</p> <p>Pupils will gain knowledge about examples of music from Christianity. These can be compared with music from any sources which pupils find spiritually interesting or inspiring.</p> <p>Pupils will gain knowledge about Hindu worship and celebration. They will explore Hindu ideas about gods and goddesses, worship in the home and Mandir, beliefs and values expressed in stories, festivities and worship and learning from Hindu community life.</p>	<p>Pupils will learn about different ideas and forms of expression in relation to belief about God in Muslim and Hindu life.</p> <p>Pupils will learn about great examples of religious architecture from across the world and some local examples, including local churches and chapels, a local Synagogue, Mandir and Mosque. They will learn about about different charities which apply the 'golden rule' ('treat others as you would like to be treated', 'love your neighbour as you love yourself') from a range of religions and worldviews to some global problems.</p>	<p>Pupils will learn to understand two selected texts from the scriptures of each of the religions.</p> <p>Pupils will learn about the statistics of world religions in the local area, the county, region, nation and world.</p> <p>Pupils will learn about spiritual concepts of justice, fairness, compassion and responsibility. They will about two examples of major faith based global aid and development charities</p> <p>Pupils will learn about pre-war Jewish life and the impact of persecution and discrimination on Jewish people living in Germany in the 1930s. They will learn about the Kindertransport and the importance of providing refuge to people who are persecuted for who they are. They will learn about the work of the National Holocaust Centre and Museum as a place of remembrance in the UK.</p>

Aims in RE: A progression grid	At the end of KS1 most pupils will be able to:	At the end of key stage 2 most pupils will be able to:
<b>Know about &amp; Understand</b> A1. Describe, explain and analyse beliefs, and practices, recognising the diversity which exists within and between communities;	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;	Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life in order to reflect thoughtfully on their ideas;
<b>Know about &amp; Understand</b> A2. Identify, investigate and respond to questions posed by, and responses offered by some of the sources of wisdom found in religions and worldviews;	Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come;	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 that arise from them in different communities;
<b>Know about &amp; Understand</b> A3. Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning;	Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities;	Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning;
<b>Express and Communicate</b> B1. Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities;	Ask and respond to questions about what communities do, and why, so that they can identify what difference belonging to a community might make;	Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities;
<b>Express and Communicate</b> B2. Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value;	Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves;	Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives;
<b>Express and communicate</b> B3. Appreciate and appraise varied dimensions of religion;	Notice and respond sensitively to some similarities between different religions and worldviews;	Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and worldviews;
<b>Gain &amp; deploy RE skills:</b> C1. Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively;	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;	Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own thoughtfully in different forms including (e.g.) reasoning, music, art and poetry;
<b>Gain &amp; deploy RE skills:</b> C2. Enquire into what enables different communities to live together respectfully for the wellbeing of all;	Find out about and respond with ideas to examples of co-operation between people who are different;	Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect;
<b>Gain &amp; deploy RE skills:</b> C3. Articulate beliefs, values and commitments clearly in order to explain reasons why they may be important in their own and other people's lives.	Find out about questions of right and wrong and begin to express their ideas and opinions in response.	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.