



R.E. Progression Map

Intent

The aim of Religious Education is to allow all our learners to explore and develop a relationship with God and Jesus as well as explore other major world faiths. The curriculum that we follow is based on The Blackburn Dioceses Questful R.E. The curriculum is designed to allow all learners to explore and understand a variety of Christian beliefs and practices with some comparison to other world faiths. R.E. is a great subject to drive forward our Christian vision and allows all pupils to develop an understanding of faith and celebrate other cultures within our community. Through R.E., pupils develop a mutual respect for other religions and cultures which is a key British value. R.E. is a key subject to encourage deeper thinking skills to explore issues in the world around them. Pupils are encouraged to share their own thoughts and beliefs about the world around them.

Implementation

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge	<p>Chatterboxes:</p> <ul style="list-style-type: none"> I am Special Harvest Christmas Diwali and Hanukkah Listening to the stories Jesus heard Stories Jesus told Easter Special places Friendship 	<ul style="list-style-type: none"> Harvest Jewish festival: Sukkot Christmas Jesus was Special Easter celebrating new beginnings My world: Jesus' world Baptism <p>Judaism and Islam</p>	<ul style="list-style-type: none"> The Bible Christmas Jesus: Friend to everyone Symbols of Easter Ascension and Pentecost Church: A Special Place <p>Judaism and Islam</p>	<ul style="list-style-type: none"> Harvest Jewish festival: Sukkot (revisit) Called by God Jesus: The man who changed lives Easter: Sadness and Joy Which rules should we follow <p>Judaism, Buddhism and Sikhism</p>	<ul style="list-style-type: none"> God, David and Psalms What is Prayer Christmas: Exploring symbolism of light Jesus the Son of God Exploring Easter: Betrayal and Trust Are all churches the same <p>Judaism</p>	<ul style="list-style-type: none"> Why do Christians read the Bible Christmas: The Gospels of Matthew and Luke Exploring the lives of significant women Why do Christians believe that Easter is a celebration of Victory? Pentecost Loss, Death and Hope <p>Judaism Islam, Hinduism, Sikhism</p>	<ul style="list-style-type: none"> Life as a journey and pilgrimage How do Christians prepare for Christmas Why is Exodus a significant event in Jewish and Christian history? Why do Christians celebrate the Eucharist Who was/is Jesus Ideas about God People of Faith <p>Judaism, Hinduism, Islam, Buddhism</p>

Investigate/Enquire				
skills	<p>At EYFS: listen attentively and respond to what they hear with relevant questions, comments and actions</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p>	<p>At Key Stage One: Pupils are beginning to ask good questions about their own and others' experiences</p>	<p>At Lower Key Stage Two: Pupils can ask important and relevant questions about religion and belief</p>	<p>At Upper Key Stage Two: Pupils are asking and suggesting answers to quality questions about values, meaning, commitments, truth and belonging.</p>
Express				
Skills	<p>At EYFS: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Express their ideas and feelings about their experiences using full sentences.</p>	<p>At Key Stage One: Pupils can retell religious stories.</p>	<p>At Lower Key Stage Two: Pupils are beginning to identify the impact of religion on believers' lives.</p>	<p>At Upper Key Stage Two: Pupils ask ultimate questions and can express their own and others' views.</p>

Interpret				
Skills	At EYFS: Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.	At Key Stage One: Pupils can use religious words to identify features of religious life and practice suggesting meanings for actions and symbols.	At Lower Key Stage Two: Pupils can describe forms of religious expression.	At Upper Key Stage Two: Pupils can use religious vocabulary to describe and show understanding of religious texts, actions and beliefs.
Reflect				
Skills	At EYFS: Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.	At Key Stage One: Pupils are recognising their own values and the values of others.	At Lower Key Stage Two: Pupils can identify what influences them and the connections between values, commitments, attitudes and behaviour.	At Upper Key Stage Two: Pupils are beginning to apply their own ideas to the experiences of others and describe what inspires and influences them.
Empathise				
Skills	At EYFS: Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.	At Key Stage One: Pupils talk about their own experiences and feelings, what is of value to themselves and others and what they find interesting and puzzling.	At Lower Key Stage Two: Pupils can use religious words to identify features of religious life and practice suggesting meanings for actions and symbols.	At Upper Key Stage Two: Pupils can describe the impact of religion of people's lives.

Apply				
Skills	<p><u>At EYFS:</u> talk about the lives of the people around them and their roles in society.</p>	<p><u>At Key Stage One:</u> Pupils can identify different ways in which religion is expressed noticing similarities in religion.</p>	<p><u>At Lower Key Stage Two:</u> Pupils can recognise similarities and differences between key features of religions and use religious vocabulary to describe them.</p>	<p><u>At Upper Key Stage Two:</u> Pupils can recognise similarities and differences within and between religions and make links between them.</p>
Analyse				
Skills	<p><u>At EYFS:</u> 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.</p>	<p><u>At Key Stage One:</u> Pupils can use religious words to identify features of religious life and practice suggesting meanings for actions and symbols.</p>	<p><u>At Lower Key Stage Two:</u> Pupils can make links between sacred texts/stories and beliefs.</p>	<p><u>At Upper Key Stage Two:</u> Pupils can suggest possible reasons for distinctive beliefs within and between religions.</p>
Synthesise				
Skills	<p><u>At EYFS:</u> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p>	<p><u>At Key Stage One:</u> Pupils can identify different ways in which religion is expressed noticing similarities in religion.</p>	<p><u>At Lower Key Stage Two:</u> Pupils can make links between sacred texts/stories and beliefs.</p>	<p><u>At Upper Key Stage Two:</u> Pupils can use religious vocabulary to describe and show understanding of religious texts, actions and beliefs.</p>

Evaluate							
Skills	<p>At EYFS: 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.</p>	<p>At Key Stage One: Pupils can use religious words to identify features of religious life and practice suggesting meanings for actions and symbols.</p>	<p>At Lower Key Stage Two: Pupils are asking and suggesting answers to quality questions about values, meaning, commitments, truth and belonging.</p>	<p>At Upper Key Stage Two: Pupils can explain how religious texts are used to answer the big questions in life. Pupils can describe why people belong to religions and the challenges they face.</p>			
Impact							
	<p>A Reception child will be able to discuss traditions that they celebrate. They are able to discuss past and present events in their own lives as well as family members. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<p>A Year 1 child will be able to explain what a religion is, that there are different religions. They can recall basic facts about Christianity and Judaism. They can talk about their own beliefs.</p>	<p>A Year 2 child will be able to talk about the Christian festivals of harvest and Christmas. They will begin to understand that Muslims pray to Allah and have specific routines for prayer. Children will be familiar with the meaning of a Saviour.</p>	<p>A Year 3 child will be able explain the key beliefs of Judaism and can make comparisons between the religion and Christianity. Children can explain why presents are given at Christmas, the importance of the Bible and who Jesus is to Christians.</p>	<p>A Year 4 child will be able to identify similarities and differences between religions and beliefs. Children make links between what they think about God and about what is important in life, giving reasons for beliefs, attitudes and actions.</p>	<p>A Year 5 child can make strong links between different religions (Christianity, Hinduism and Islam), in terms of their places of worship, their gods and how they worship. They can use the bible to support their discussions of key events of Jesus' life. They understand his different ways of teaching and what it means for Christians in their everyday life.</p>	<p>A Year 6 child will have a good understanding of different religions and beliefs. They value and respect the values of different religions and can find links between them. Children understand how various key events of Christianity are linked.</p>