

# PROGRESSION DOCUMENT

# RELIGIOUS EDUCATION

| RECEPTION              |  |  |   |  |   |   |
|------------------------|--|--|---|--|---|---|
|                        | F1   | F2   | F3  | F4   | F5  | F6  |
| Topic                  | Which stories are special and why?   | Which people are special and why?  | What places are special and why?  | What times are special and why?  | Belonging – Who are we and how do we belong?  | Our Wonderful world: how can we care for living things and the earth?   |
| Substantive Concepts   | <p>To explore the stories of the Prodigal Son, The Wise and Foolish Builders and the Good Samaritan.</p> <p>Explore the life of Moses, Noah's Ark and Daniel (the fiery furnace and the Lion's Den).</p>   | <p>Explore the following stories: Blind Man Healed, Water into Wine, Paralysed Man Walks and Lazarus comes back to life.</p> <p>Discuss a special story from another religious leader eg Guru Nanak, Prophet Muhammad or The Buddha. Why are they special?</p> | <p>Explore why homes are special to us.</p> <p>Identify some religious places.</p> <p>Learn about a place of worship.</p> <p>Why do people go to a religious place?</p> <p>Find out about Mecca as a special journey for Muslims.</p> | <p>Retell the Easter story, focusing on new life in Easter Sunday.</p> <p>Explore what happened to Jesus at Easter.</p> <p>Explore what happens at a birthday celebration. To understand what happened at Jesus' birth and know that Christmas is Jesus' birthday.</p> | <p>To explore how we belong to a family unit at home and school.</p> <p>Investigate God's love for children and the world.</p> <p>Know we are all unique and special.</p> | <p>How we care for people and animals.</p> <p>Explore a simple story about God's Creation story and appreciate the natural elements outdoors.</p> <p>Identify some natural wonders.</p> |
| Disciplinary Knowledge | <ul style="list-style-type: none"> <li>- Begin to ask questions about the world, life, and how we treat others.</li> <li>- Understand and respect differences between themselves and others.</li> <li>- understand that different people believe different things.</li> <li>- Ask and answer simple "why" questions.</li> <li>- Compare information and ideas</li> </ul> |  |   |  |   |   |
| Vocabulary             | <p>Religion, special books, special places, special stories, prayer, Christmas, Bible, church, Jesus, Moses, Passover, Torah, synagogue, Allah, Prophet Muhammad, Qur'an, Mosque</p>   |  |   |  |   |   |

## CYCLE A - YEAR 1

|                             | Unit 1.1  | Unit 1.2   | Unit 1.3   | Unit 1.4   |
|-----------------------------|---|--|--|--|
| Theme                       | <b>Celebrations and festivals</b><br>Who celebrates what and why?   | <b>Myself and Caring for Others</b><br>How do we show we care for others?  | <b>Beliefs and teachings</b><br>How do religious stories make a difference to people's lives?  | <b>Symbols in religious worship and practice</b><br>In what ways are churches/synagogues/Gurdwara important to believers?  |
| Religion                    | Christianity and Judaism  | Christianity, Judaism and non-religious world views  | Christianity   | Christianity, Sikhism and Judaism  |
| Substantive Concepts        | <p>Learn about annual or weekly celebrations for Christians and Jewish people, including Christmas, Easter, Hanukkah and Shabbat.</p> <p>Learn about the songs, worship, celebrations, stories, artefacts and food.</p> <p>Festivals from other faiths can be introduced e.g. Diwali, Eid al Fitr</p> | <p>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 and sharing.</p> <p>Hear and consider religious stories, and teachings, e.g. Jesus' story of the Lost Sheep, the Jewish Psalm 23 and infer ideas about care from these texts.</p> | <p>Learn about some stories of Jesus e.g. the Shepherds coming to the Manger, Healing the Ten Lepers, Calming the Storm on Lake Galilee, Feeding the 5000.</p> <p>Hear and learn about some stories Jesus told, e.g. The Lost Coin, the Lost Son.</p> <p>They learn that these stories matter to Christians because of who they believe Jesus was.</p> | <p>Learn from visiting and studying churches and synagogues about the use of a place of worship.</p> <p>Know about worship at a church and a synagogue, including the symbols, artefacts, music, holy books and other things that happen there.</p> <p>Learn about weddings in Jewish and Christian holy buildings</p> |
| Disciplinary Knowledge      | Practice the skills of suggesting a meaning in an artefact, symbol or religious practice.   | Literacy skills, simple discussion, sharing and expressing their own ideas.  | Literacy skills including the ability to engage with stories, remember characters, infer meaning and enjoy retelling the stories.  | Use and develop their observation and thinking skills, applied to holy buildings.  |
| Key concepts and Vocabulary | Celebration, festival, religion, Christian, Jewish, Christmas, Hanukkah, synagogue, church, Jesus.  | Religion, Christian, Jewish, Humanist, synagogue, church, symbol, God  | Religion, Christian, church, Bible, symbol, thankful, faith, belief, Easter, God   | Religion, Christian, Jewish, synagogue, church, symbol, ark, Torah, bimah, church, altar, font, Bible, worship, holiness, sacred, God.   |

## CYCLE B - YEAR 2

|                             | Unit 2.1  | Unit 2.2  | Unit 2.3  | Unit 2.4   |
|-----------------------------|---|---|---|--|
| Theme                       | <b>Leaders</b><br>What makes some people inspiring to others?   | <b>Believing</b><br>What do Jewish people believe about God, creation, humanity, and the natural world?   | <b>Belonging</b><br>What does it mean to belong?  | <b>Story</b><br>How and why are some stories important in religions?   |
| Religion                    | Christianity, Judaism and non-religious world views   | Judaism   | Christianity  | Christianity, Judaism, Sikhism and non-religious world views   |
| Substantive Concepts        | Learn some stories of Moses. They will find out about Moses as a great leader for Jewish people. Learn some stories about Jesus and Saint Peter. They will find out about Saint Peter as a Christian leader.<br><br>Consider what makes a leader: their behaviour, examples of their wisdom and rules living harmoniously; the difference they have made. | Learn some Jewish peoples' ideas about God and the story of creation.<br><br>Find out about the importance of Shabbat, a way of belonging, including the link between creating and Shabbat.<br><br>Learn about some ways a Rabbi teaches the community about God. | Learn about belonging in a family, to a school and in the community.<br><br>Gain knowledge about ways of belonging in Christianity e.g. Christenings and Believers' Baptisms.<br><br>Identify the Golden Rule ('do to others what you would like them to do to you') and belonging to humanity. | Learn about Jewish and Christian stories e.g. Noah, Abraham and Sarah, Jacob, Joseph, King David, Queen Esther, Jonah, Daniel, The Milk & The Jasmine Flower<br><br>Gain knowledge about the Jewish Bible and the importance of the Torah. |
| Disciplinary Knowledge      | Thinking and discussion skills, information gathering skills.   | Use and develop skills of discussion, observation, information gathering and remembering.<br><br>Use their factual knowledge to suggest meanings in Jewish practice.  | Use and develop skills of discussion, observation, information gathering and remembering.<br><br>Use their factual knowledge to suggest what it means to belong in various ways.  | Use and develop skills of discussion, information gathering and remembering.<br><br>Use their factual knowledge to suggest what makes ancient stories valuable to some people today.   |
| Key concepts and Vocabulary | Religion, Christian, Jewish, Torah, Bible, wise sayings, rules for living, co-operation.  | Religion, Jewish, Judaism, synagogue, symbol, ark, Torah, bimah, shabbat, creation story, worship, holiness, sacred.  | Religion, Christian, church, symbol, Bible, Golden Rule ('do to others as you would like them to do to you'), belonging, worship, holiness, sacred.   | Religion, Christian, Jewish, Humanist, synagogue, church, symbol, Torah, Bible, courage, persistence, forgiving, Humanist, God, Creator  |

## CYCLE A - YEAR 3

|                        | Unit 3.1  | Unit 3.2   | Unit 3.3  | Unit 3.4   |
|------------------------|---|--|---|--|
| Theme                  | <b>Beliefs and questions</b><br>How do Christian people's beliefs about God, Jesus, the world and others have an impact on their lives?   | <b>Religion, family and community: Prayer</b><br>How do religious families and communities practise their faith?   | <b>Worship and sacred places</b><br>Where, how and why do people worship? Investigating places of worship in Nottingham City and Nottinghamshire.   | <b>Inspirational people from the past</b><br>What can we learn from inspiring people in sacred texts and in the history of religions?  |
| Religion               | Christianity  | Christianity and Islam   | Christianity, Islam Sikhism and Hinduism  | Christianity, Islam, Judaism, Sikhism and non-religious world views  |
| Substantive Concepts   | Learn about:<br><br>Bible stories that lie behind the celebrations of Christmas, Easter, Pentecost and Harvest.<br><br>Contemporary practices in relation to these four festivities.<br><br>Key Christian ideas: incarnation, trinity, crucifixion, resurrection and the Holy Spirit. | Pupils will learn about: The practice, meaning and importance of the 5 daily Islamic prayers.<br><br>The meaning and use of the Lord's prayer in Christianity.<br><br>Prayer at a mosque or a church.<br><br>Beliefs about Allah/ God and prayer in the different religions. | Pupils will learn about: Churches, Mosques, Gurdwaras and Mandirs and the ways these buildings express key ideas about belief and worship.<br><br>Children will visit different places of worship virtually.<br><br>The 4 key terms in relation to each building.<br><br>Identifying similarities between the places of worship and their key features.<br><br>Children will investigate religious places of worship in Nuthall and compare to Nottingham City. Why do they think there is more variety in a city?<br><br>Connecting features of the buildings to religious beliefs, teachings, practices and ways of living. | Pupils will learn about: At least two examples of inspirational people from the Jewish and Christian Bible such as Abraham, Jacob, Joseph, Moses, David, Esther and Ruth.<br><br>Examples of stories and teachings from the Christian Gospels on the life, teaching and example of Jesus.<br><br>Examples of Islamic stories and the life of the Prophet Muhammed (PBUH) and his companions, and from Islamic history. |
| Disciplinary Knowledge | Explore, discuss and apply concepts in their learning: Christian beliefs about creation, God, community and commitment to God and humanity.<br><br>Learn about values, including love, generosity, patience, faithfulness and self-control.   | Practice the skills of seeing meaning in rituals, suggesting what actions, symbols and ideas mean, explaining meaning to each other.   | Learn to observe, notice, name, describe and remember aspects of worship in different religious buildings.  | Practice the skills of inferring beliefs and ideas about values from stories.<br><br>Practice writing biographically about inspirational figures.  |

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| <b>Key concepts and Vocabulary</b> | Religion, Christian, spiritual, Christmas, Easter, Pentecost, Harvest Festival, commitment, values. | Religion, Muslim, Islam, mosque, Qur'an, Prophet, Christian, spiritual, ritual, liturgy, prayer, mosque, church, commitment, values. | Religion, Hindu, Muslim, Islam, Christian, worship, church, mosque, mandir, Trinity, Allah, gods and goddesses, spiritual, ritual, liturgy, prayer, sacred, commitment, values. | Religion, Muslim, Jewish, Christian, spiritual, Prophet, Exodus, Law-giver, Messiah, Allah, Qur'an, New Testament, Gospel, inspiration, role-model, commitment, values. |
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## CYCLE B - YEAR 4

|                               | Unit 4.1   | Unit 4.2   | Unit 4.3   | Unit 4.4   |
|-------------------------------|--|--|--|--|
| <b>Theme</b>                  | <b>The journey of life and death</b><br>Why do some people think life is like a journey? Where do we go? What do different people think about life after death?  | <b>Symbols and religious expression</b><br>How do people express their religious and spiritual ideas on pilgrimages?   | <b>Spiritual expression</b><br>Christianity, music and worship: what can we learn?   | <b>Religion, family, community, worship, celebration, ways of living</b><br>How do Hindu families practise their faith? What are the deeper meanings of some Hindu festivals?  |
| <b>Religion</b>               | Christianity, Islam and Hinduism   | Christianity, Islam, Hinduism and non-religious world views  | Christianity and Spiritualism  | Hinduism   |
| <b>Substantive Concepts</b>   | Learn about:<br>Key ways in which Christians, Hindus and Muslims see life as a journey.<br><br>How to gather and use information about the key moments marked by rituals for welcoming a baby, becoming an adult, celebrating a marriage and funeral rituals.<br><br>A range of ideas about different concepts of an afterlife.<br><br>Non-religious views, for example about Humanist commitment to 'the one life we have'. | Learn about:<br>Pilgrimages and religious journeys.<br><br>Details about and reasons for ritual and practice on pilgrimages.<br><br>Local places of pilgrimage (such as Bath Shalom or Southwell Minster) and to reflect upon what kind of pilgrimages these represent.<br><br>Reflect on how the journey of a person who is spiritual but not religious might be like a religious pilgrimage. | Learn about different examples of the music of the Christian community, explored in depth as forms of spiritual expression and worship.<br><br>Gain knowledge about examples of music from Christianity.<br><br>Compare these different examples with music from any sources which pupils find spiritually interesting or inspiring. | Gain knowledge about Hindu worship and celebrations, including detailed information about stories of Rama and Sita, celebrations of Divali and one other Hindu festival in both India and in the UK.<br><br>Explore the Hindi ideas and gods and goddesses, worship in the home and Mandir, beliefs and values expressed in stories, festivities and worship and learning from Hindi community life. |
| <b>Disciplinary Knowledge</b> | Use and develop skills of expressing understanding and handling varied perspectives. Recognise different reasonable ideas.   | Use and develop skills of expressing understanding and handling varied perspectives of pilgrimage. Recognise different reasonable ideas and describe varied religious practice and its meanings.   | Listening, discussion and self-expression skills, including musical appreciation.  | Discussion, gathering information from video, story visual resources. Interviews or visits, inferring and suggesting meaning to religious practices.   |

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| <b>Key concepts and Vocabulary</b> | Religion, Muslim, Hindu, Christian, Humanist, beliefs, life after death, destiny, worship, ritual, soul, spiritual, commitment, values, heaven, paradise. | Religion, Muslim, Hindu, Christian, spiritual, pilgrim, pilgrimage, ritual, symbol, community, commitment, values. | Religion, Christian, spiritual, worship, devotion, belief, self-expression | Religion, Hindu, murtis, gods and goddesses, karma, dharma, spiritual, festivals, ritual, symbol (including the Aum symbol), community, commitment, values. |
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## CYCLE A - YEAR 5

|                               | Unit 5.1   | Unit 5.2  | Unit 5.3  | Unit 5.4  |
|-------------------------------|--|---|---|---|
| <b>Theme</b>                  | <b>Inspirational people in today's world</b><br>What can we learn from great leaders and inspiring examples in today's world?  | <b>Religion and the individual: what matters to Christians?</b><br>What is expected of a person in following a religion or belief?  | <b>Beliefs and questions</b><br>How do people's beliefs about God, the world and others have impact on their lives?   | <b>Beliefs in action in the world</b><br>How are religious and spiritual thoughts and beliefs expressed in arts and architecture and in charity and generosity?   |
| <b>Religion</b>               | Christianity, Islam, Hinduism and non-religious world views  | Christianity  | Islam, Hinduism and non-religious world views   | Christianity, Islam, Hinduism and non-religious world views   |
| <b>Substantive Concepts</b>   | Explore the lives of key religious leaders, describing the challenges they have faced and the commitments by which they lived.<br><br>Describe and respond to the lives of some inspirational spiritual leaders form the modern world.<br><br>e.g. Martin Luther King, Saint Teresa of Kolkata, Gandhi, William Booth of Sneinton (founder of the Salvation Army), Dr Hany El Banna (founder of Islamic Relief), Desmond Tutu, John Sentamu, the Archbishop of York to 2020, Pandurang Shastri Athavale or Swami Vivekananda | Learn about the deeper meanings of the celebrations of Christmas, Easter, Pentecost and Eucharist.<br><br>Learn about the ways Christians use some examples of Bible texts to guide them in facing life's challenges; the role of the Christian community in helping people to live a good life.<br><br>Reflect on Christians' uses of ideas such as Trinity, forgiveness or inspiration. | Learn about different ideas and forms of expression in relation to belief about God in Muslim and Hindu life.<br><br>Reflect on their own responses to Hindu and Muslim texts and expression in creative arts and architecture. | Learn about some great examples of religious architecture from across the world and some local examples eg Southwell Minster, local churches and chapels, a local Synagogue, Mandir and Mosque.<br><br>Learn 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 religious and worldviews to some global problems. |
| <b>Disciplinary Knowledge</b> | Apply the idea of inspiration, considering and weighing up factors in thinking about inspiration and leadership.   | Use information to address questions, in discussion and writing, developing and using their ability to make sense of key concepts.  | Use information to address questions, in discussion and writing, developing and using their ability to make sense of key concepts.<br><br>Consider how to express respectful attitudes to people different from themselves.     | Use information to address questions, in discussion and writing, developing and using their ability to make sense of key concepts.<br><br>Consider how religious charities and architecture might be connected, thinking about dilemmas for themselves and via discussion.  |

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| <b>Key concepts and Vocabulary</b> | Religion, Muslim, Hindu, Christian, prophet, mahatma, holiness, spiritual, inspiration, vision, symbol, community, commitment, values.   | Religion, Christian, spiritual, festival, incarnation, resurrection, Christmas, Easter, Pentecost, Eucharist, Gospel, trinity, Holy Spirit, community, commitment.           | Prophet, Allah, Iman (faith), murtis, Brahman, gods and goddesses, ahimsa, atheist, agnostic.  | Religion, Muslim, Hindu, Christian, Humanist, spiritual, Golden Rule, charity, karma, dharma, Ummah, place of worship, devotion, community, commitment, values, compassion  |
| <b>CYCLE B - YEAR 6</b>            |  |  |  |   |
|                                    | <b>Unit 6.1</b>  | <b>Unit 6.2</b>  | <b>Unit 6.3</b>  | <b>Unit 6.4</b>   |
| <b>Theme</b>                       | <b>Theme Teachings, wisdom and authority</b><br>What can we learn by reflecting on words of wisdom from religions and worldviews? What do sacred texts and other sources say about God, the world and human life?                        | <b>Religion, worldviews, family and community</b><br>What contributions do religions make to local life in Nottingham City and Nottinghamshire?                              | <b>Beliefs in action in the world</b><br>How do religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment?  | <b>Beliefs in action in the world</b><br>What was the Kindertransport? Who resisted and rescued? How can we be Upstanders today?  |
| <b>Religion</b>                    | Non-religious world views  | Christianity, Islam, Hinduism, Judaism and non-religious world views   | Christianity, Hinduism, Sikhism and Humanism   | Judaism   |
| <b>Substantive Concepts</b>        | Understand two carefully selected texts from the scriptures of each of the religions.<br><br>Learn about two contemporary examples of members of each of the faith communities who are seeking to live out these texts and their values. | Learn about the statistics of world religions in the local area, the country, region, nation and world.<br><br>Learn about at least two examples of inter faith co-operation | Learn about:<br>Spiritual concepts of justice, fairness, compassion and responsibility.<br><br>At least to examples of major faith based global aid and development charities eg Islamic Relief, Christian Aid. Save the Children. | Learn about:<br>Pre-war Jewish life and the impact of persecution and discrimination on Jewish people living in Germany in the 1930s.<br><br>The Kindertransport and the importance of providing refuge to people who are persecuted for who they are.<br><br>The work of the National Holocaust Centre and Museum as a place of remembrance in the UK. |
| <b>Disciplinary Knowledge</b>      | Develop the ability to respond thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different religions.  | Think reasonably about questions of community, harmony and inter faith work.   | Learn to gather, weigh up and use information through simple research.<br><br>Practice the skills of discussion, reasoning and argument in relation to questions about global issues.  | Reflect on big questions about human values and behaviour Discuss, think and create responses to the work for themselves.   |

**Key concepts  
and  
Vocabulary**

Religion, moral codes, Ten Commandments, Letters of Saint Paul, Trinity, Incarnation, Holy Spirit, Buddhist Precepts, sources of wisdom, Torah, Bible, Qur'an, Hadith, Humanist, rationalist

Religion, inter-faith, harmony, tolerance, respect, moral values, religious plurality

Religion, atheist, agnostic, charity, ahimsa, ummah, agape, justice, faith.

Religion, harmony, respect, persecution, prejudice, Beth Shalom, remembrance, bystander, upstander