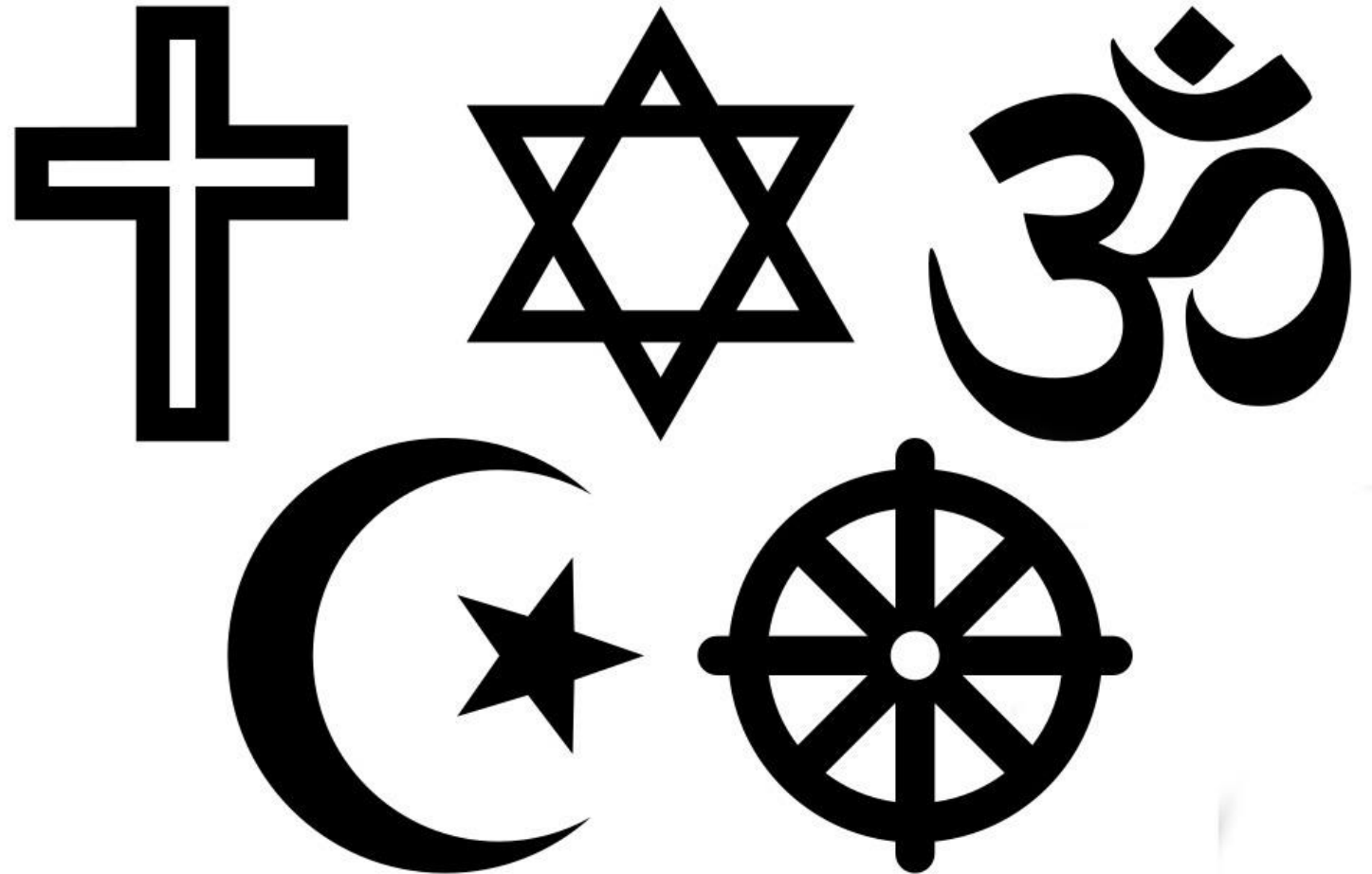
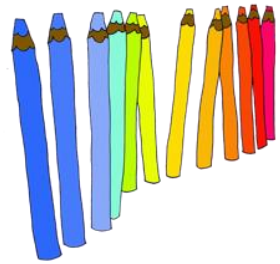
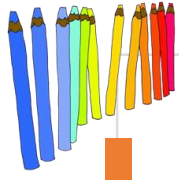


Religious Education Progression Map

Barlby Primary School





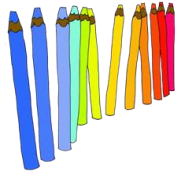
Religious Education Teaching and Learning at Barlby

Religious Education 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 children's knowledge and understanding of all religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development. Religious Education focuses on the development of:

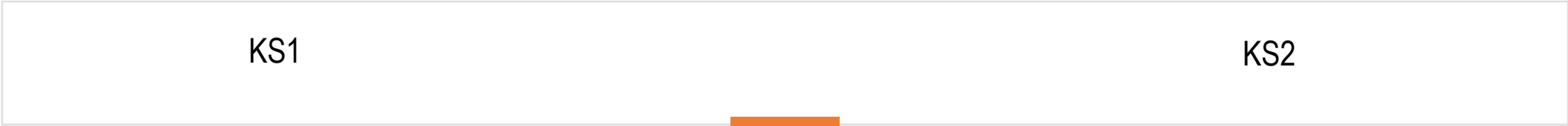
SMSC (Spiritual, Moral, Social, Cultural Education);

Personal well-being;

Community cohesion.



Objectives

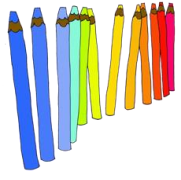


KS1

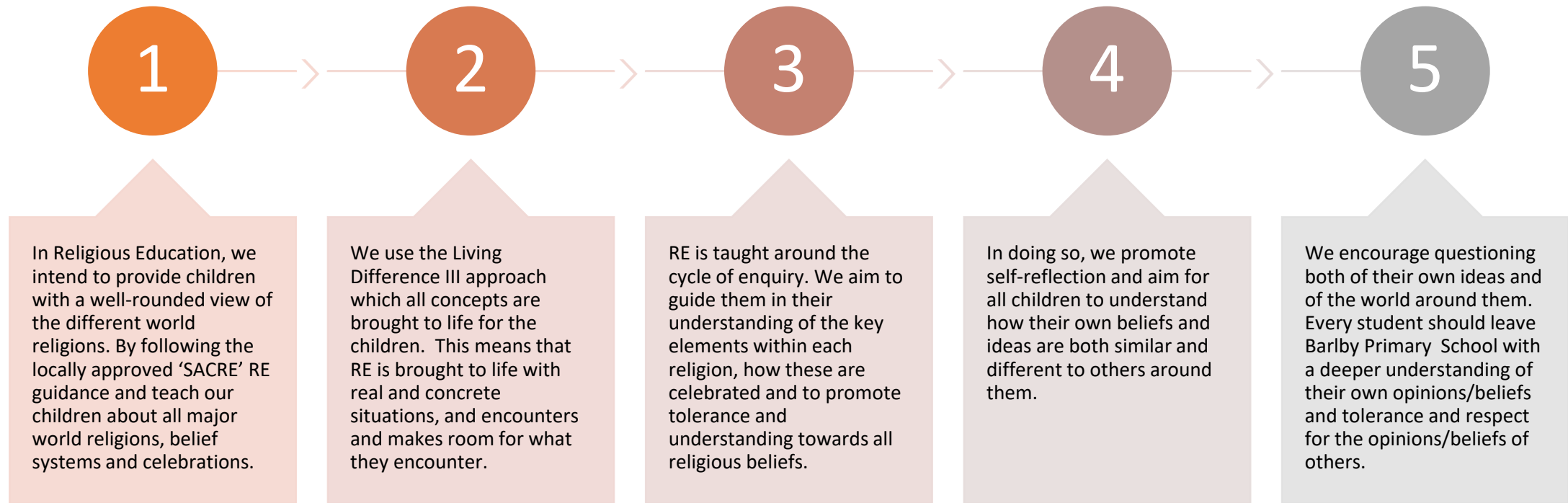
KS2

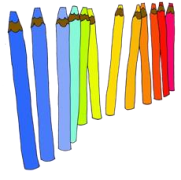
Learn about religion and belief (AT1)	Learn from religion and belief (AT2)
<p>Knowledge skills and understanding in investigating:</p> <ul style="list-style-type: none"> • Beliefs and teachings. Pupils will investigate and describe key beliefs and teachings of the religions and beliefs they study; • Practices and ways of living. Pupils will explore and describe some ways religions and beliefs have an impact on life in families, communities and wider society; • Ways of expressing meaning. Pupils will find out about and consider different forms of religious and spiritual expression including music, architecture, texts, festivals, worship and pilgrimages. 	<p>Engaging with, reflecting on and responding to questions of:</p> <ul style="list-style-type: none"> • Identity, belonging and diversity. Pupils will reflect on questions about their sense of identity and their understanding of diversity in and between the religions and beliefs they study; • Meaning, purpose and truth. Pupils will express their own understanding of key beliefs, stories and leaders, and reflect on the sources of wisdom and inspiration in their own lives; • Values and commitments. Pupils will explore and reflect on some ideas of right and wrong, good and evil, understanding diverse ideas and expressing ideas of their own thoughtfully.

Learn about religion and belief (AT1)	Learn from religion and belief (AT2)
<p>Knowledge, skills and understanding in finding out about:</p> <ul style="list-style-type: none"> • A wide range of religious stories from sacred writings: learners will talk about their meanings and respond sensitively to them. • Different celebrations and ways of worshipping in religion, noticing some similarities between them. • Signs of belonging to a religion, and symbols with meaning for religious people, noticing this makes a difference in life. • Ways in which religious beliefs and ideas can be expressed creatively, e.g. in art, buildings, music and other forms. Children respond creatively themselves. • Children begin to use a range of religious words. 	<p>Engaging with, reflecting on and responding to questions about:</p> <ul style="list-style-type: none"> • Myself, and community, responding to examples of how religion makes a difference to individuals, families and communities. • Puzzling questions and beliefs, asking and responding imaginatively to puzzling questions and sharing their thoughts; • Values and commitments, engaging with questions about what matters most and thinking about some examples of religious and spiritual feelings, experiences and ideas, for example worship, wonder, praise, thankfulness, concern, joy and sadness.

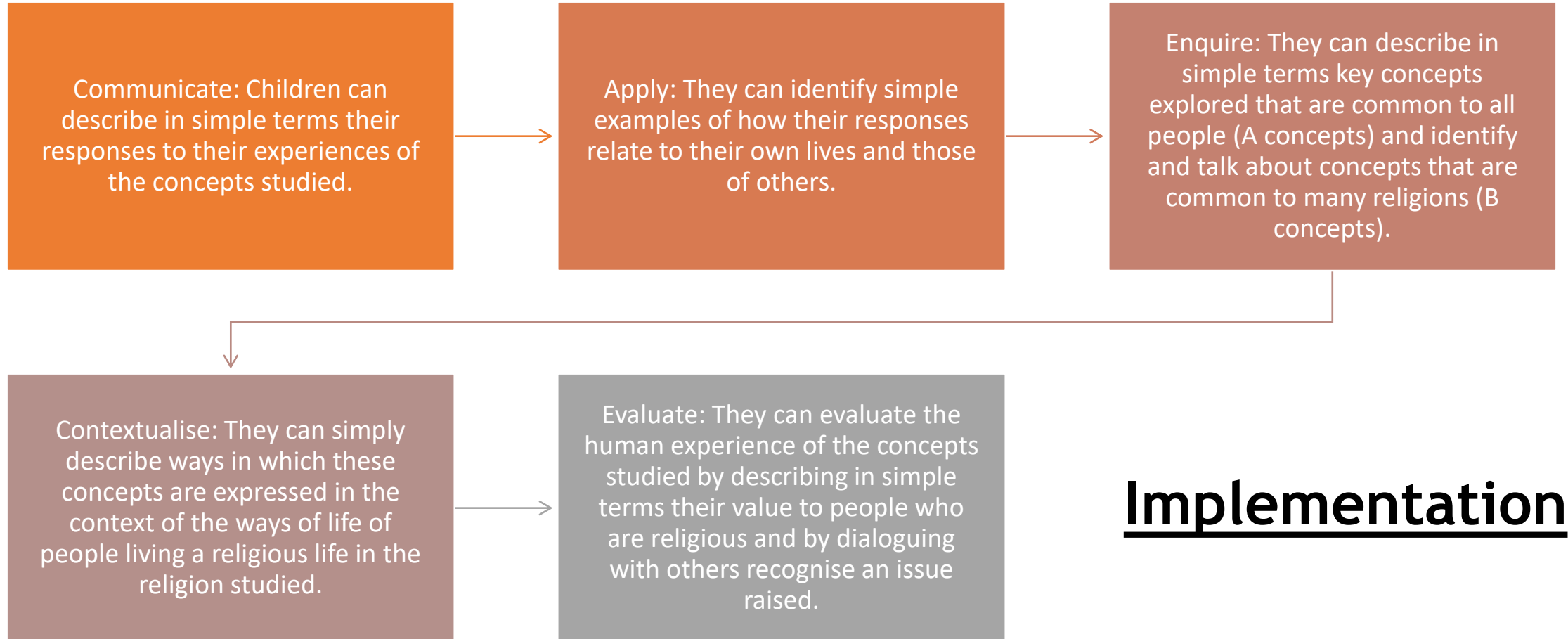


Intention

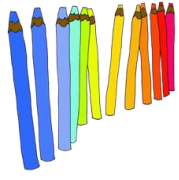




The Living Difference III approach to enquiry in RE entails teachers bringing children and young people first to attend to their own experience of concepts, before enquiring into related religious as well as non-religious ways of living, represented in Great Britain and beyond. The 5 key steps to this approach are

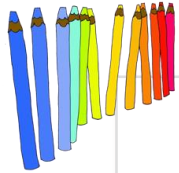


Implementation



Long term planning

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	N/A Due to phased start.	What is it like to celebrate? All major faiths	Who do I love and who loves me? Humanism	How can we use our senses to find out things? Hinduism	Which places are special to us? Christianity	How should we treat living things? All major faiths
Reception	How are we the same and different from other people and does it matter? Hinduism	What is the Christmas story and the story of Hanukkah? Christianity Judaism	Can stories teach people how to behave? All major faiths	Special Books All major faiths	Special buildings Christianity	How should we treat living things? All major faiths
Year 1	What is Harvest and why is it celebrated? Christianity	How is Eid celebrated? Islam	Is it important to have a day that is different to other days? Judaism	What rules are the most important and why? Judaism and Humanism	Why are special occasions celebrated in the home and community? Christianity Islam Judaism	Questions that puzzle us Christianity Islam Judaism
Year 2	How do we use water and why? Islam Christianity	How is light important in different religions? Hinduism Christianity	How and why are some books Holy? Islam Christianity	Creation: Why do people believe different things about how the world began? Judaism Humanism	Who helps us? Christianity	What do we know about change and how does it make us feel? Buddhism
Year 3	What makes some places sacred? Christianity Islam Planning being created by	Why is Christmas important to Christians? Christianity	Why do we have so many Gods? Hinduism	What do you need to be happy? Buddhism	What do we believe in and how do we show it? Judaism	Why do some people think that Jesus is inspiring? Christianity
Year 4	Why did Jesus tell the story of the Prodigal Son? Christianity	Why is Eid important to Muslims? Islam	How do we remember people and why? Humanism	Why is Easter important to Christians? Christianity	Values: What matters most? Christianity Humanism	How do Jewish people express their beliefs in practice? Judaism
Year 5	What can we learn from religion about temptation? Christianity Islam	What is Advent? Christianity	What difference did the Sikh Guru's make to the World? Sikhism	How can we help others? Tbc Buddhism and Islam or all major faiths	How is Humanism the same as and different to a religion? Humanism	What does it mean to belong? Hinduism
Year 6	How can charities make a change? Islam		If God exists, what questions would you ask God? Christianity	What can we learn from reflecting on Sikh, Christian and Muslim wisdom? Sikhism Christianity Islam	What does it mean to grow up and who do we look to for inspiration and why? All major faiths	



Religious Education Year 1

Religions Covered

Christianity
Humanism
Islam
Judaism

Learn about religion and belief (AT1)

Knowledge skills and understanding in investigating:

- **Beliefs and teachings.** Pupils will investigate and describe key beliefs and teachings of the religions and beliefs they study;
- **Practices and ways of living.** Pupils will explore and describe some ways religions and beliefs have an impact on life in families, communities and wider society;
- **Ways of expressing meaning.** Pupils will find out about and consider different forms of religious and spiritual expression including music, architecture, texts, festivals, worship and pilgrimages.

Learn from religion and belief (AT2)

Engaging with, reflecting on and responding to questions of:

- **Identity, belonging and diversity.** Pupils will reflect on questions about their sense of identity and their understanding of diversity in and between the religions and beliefs they study;
- **Meaning, purpose and truth.** Pupils will express their own understanding of key beliefs, stories and leaders, and reflect on the sources of wisdom and inspiration in their own lives;
- **Values and commitments.** Pupils will explore and reflect on some ideas of right and wrong, good and evil, understanding diverse ideas and expressing ideas of their own thoughtfully.

Autumn 1: How is Harvest celebrated and why?

- LI: To discuss Harvest Festival and understand why it is celebrated
- LI: To understand why saying thank you is important
- LI: To have an awareness of how Harvest Festivals may be celebrated in Church
- LI: To plan how a school will prepare for and celebrate Harvest
- LI: To explore different food groups and their properties
- LI: To understand the process of how bread is made

Autumn 2: How is Eid celebrated and why?

- LI: To show what we already know about Eid
- LI: To know who the Prophet Mohammed was LI: To understand why rules are important within the Islamic religion
- LI: To know there are different ways that we can talk to god
- LI: To understand why Muslims give money to charities
- LI: To understand why Muslims fast

Spring 1: Is it important to have a day that is different?

- LI: To understand that each day is different
- LI: To know what a non-religious special day is
- LI: To know the difference between a religious day and an ordinary day
- LI: To know that the Shabbat is the holy day for Jews
- LI: I know the importance of having a special day

Spring 2: What rules are the most important and why?

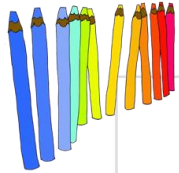
- LI: To understand why we have rules
- LI: To explain rules for looking after the Torah
- LI: To understand rules which are followed during Shabbat
- LI: To begin to understand what Humanists believe
- LI: To understand the 'Golden Rule' of Humanism
- LI: To apply what we have learned about religious rules

Summer 1: Why are special occasions celebrated in the home and community?

- LI: To generate questions about celebrations
- LI: To know why Jews celebrate Pesach (Passover)
- LI: To know how Jews celebrate Pesach and what is put on the Seder plate
- LI: To understand why Muslims celebrate Eid and What Ramadan is.
- LI: To understand why Christians celebrate Easter
- LI: To be able to show that they know the similarities and differences between festivals of Pesach, Eid and Easter

Summer 2: Questions that puzzle us

- LI: To ask puzzling questions.
- LI: To give examples of mysterious objects
- LI: To be able to ask questions relevant to the given topic
- LI: To be able to select the biggest mystery question.
- LI: To ask a puzzling question about a religious story
- LI: To understand how people's beliefs make a difference in what they do



Religious Education Year 2

Religions Covered

Buddhism
Christianity
Hinduism
Humanism
Islam
Judaism

Learn about religion and belief (AT1)

Knowledge skills and understanding in investigating:

- **Beliefs and teachings.** Pupils will investigate and describe key beliefs and teachings of the religions and beliefs they study;
- **Practices and ways of living.** Pupils will explore and describe some ways religions and beliefs have an impact on life in families, communities and wider society;
- **Ways of expressing meaning.** Pupils will find out about and consider different forms of religious and spiritual expression including music, architecture, texts, festivals, worship and pilgrimages.

Learn from religion and belief (AT2)

Engaging with, reflecting on and responding to questions of:

- **Identity, belonging and diversity.** Pupils will reflect on questions about their sense of identity and their understanding of diversity in and between the religions and beliefs they study;
- **Meaning, purpose and truth.** Pupils will express their own understanding of key beliefs, stories and leaders, and reflect on the sources of wisdom and inspiration in their own lives;
- **Values and commitments.** Pupils will explore and reflect on some ideas of right and wrong, good and evil, understanding diverse ideas and expressing ideas of their own thoughtfully.

Autumn 1: How do we use Water and why?

- LI: To understand the importance of water to Christians
- LI: To understand how water is used in Baptism
- LI: To understand the story about Noah
- LI: To understand how water is used in the Muslim faith
- LI: To understand the importance of water to Hajar and Ishmael in Islam

Spring 1: How and why are some books holy?

- LI: To identify a range of religious books
- LI: To recognise special books
- LI: To understand how the Qur'an guides Muslims in their lives
- To understand that the Bible is a special book to Christians
- LI: To understand that the Bible explains the teachings of God to Christians
- LI: To explain my understanding of holy books

Summer 1: Who helps us?

- LI: To think about people who help us
- LI: To understand the story of The Good Samaritan
- LI: To understand how Christians believe God helps them
- LI: To understand how we can help others in our community
- LI: To think of ways we can help others

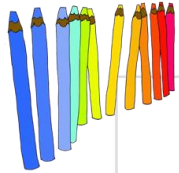
Autumn 2:

Spring 2: Why do people believe different things about how the world was created?

- LI: To think about how the world began
- LI: To understand how Jewish people believe the world began
- LI: To understand how Muslims believe the world began
- LI: To Understand how Aborigines believe the world began
- LI: To begin to understand the Big Bang theory as a creation story
- LI: To reflect on how creation stories offer us some truth about our world

Summer 2: What do we know about change and how does it make us feel?

- LI: To identify how we have changed.
- LI: To reflect on what we have learned since being a baby
- LI: To understand the story of the Buddha
- LI: To understand what happens during the mediation process
- LI: To understand how different situations make us feel
- To reflect upon what we have learnt



Religious Education Year 3

Religions Covered

Buddhism
Christianity
Hinduism
Islam
Judaism

Learn about religion and belief (AT1)

Knowledge, skills and understanding in finding out about:

- A wide range of religious stories from sacred writings: learners will **talk about** their meanings and **respond sensitively** to them.
- Different celebrations and ways of worshipping in religion, noticing **some similarities** between them.
- Signs of belonging to a religion, and symbols with meaning for religious people, **noticing this makes a difference** in life.
- Ways in which religious beliefs and ideas can be expressed creatively, e.g. in art, buildings, music and other forms. Children **respond creatively** themselves.
- Children begin to **use a range of religious words**.

Learn from religion and belief (AT2)

Engaging with, reflecting on and responding to questions about:

- Myself, and community, **responding to examples** of how religion makes a difference to individuals, families and communities.
- **Puzzling questions and beliefs, asking and responding imaginatively** to puzzling questions and sharing their thoughts;
- **Values and commitments, engaging with questions about what matters most and thinking about** some examples of religious and spiritual feelings, experiences and ideas, for example worship, wonder, praise, thankfulness, concern, joy and sadness.

Autumn 1: Why do they have so many Gods?

- LI: To explore and understand the main beliefs of Hinduism
- LI: To understand how and why Hindus believe in so many gods
- LI: To retell the story of Ganesh
- LI: To Visit to Neasden Mandir Temple
- LI: To learn about Hindu worship.
- LI: To be able to recall the story of Rama and Sita.

Spring 1: What makes some places sacred ?

- L.I - To consider places that are sacred to us.
- L.I: To understand that mosques are sacred places of worship
- LI: To understand that Mecca, Medina and Jerusalem are sacred cities LI: To understand that Christian churches are sacred places of worship.
- To understand the items/ objects in a church which contribute to making it a sacred place
- LI: To understand why different times of the day/week/year are special in different sacred places

Summer 1: Why do some people think that Jesus is inspiring?

- L.I - To consider the idea we are all inspired by others at some point in our lives
- L.I: To understand how images of Jesus were created by the artist's beliefs and background.
- LI: To reflect on what we can learn from a parable of Jesus.
- LI: To demonstrate an understanding of Jesus' influence in today's world.
- LI: To explore how Jesus' miracles inspired others.
- LI: To express their understanding into the significance of Jesus' life.

Summer 2: What do you need to be happy

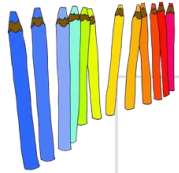
- L.I - To record what I already know about Buddhism
- L.I: To find out about the life of Siddhartha Gautama
- LI: To find out about the 4 noble truths of Buddhism
- L.I: To know what the Buddhist 8 fold path is
- L.I: To understand what we mean by the word karma
- L.I: To understand symbols that are important to Buddhist

Autumn 2 : Why is Christmas important to Christians?

- L.I - to understand what Christmas means to me and to Christians
- L.I - To know key events associated with Christmas
- LI: to understand why light is used as a symbol at Christmas
- LI: To know how Christians might interpret the symbolism of a Christingle
- LI: To learn about Advent and it's significance in the Christian calendar.
- LI: To hold a debate about whether the true meaning of Christmas is lost

Spring 2: What do we believe in and how do we show it?

- L.I - to understand the main beliefs of Judaism.
- L.I: to understand how religious beliefs are expressed the festival of Purim
- LI: To learn and retell the story of Passover
- LI: To understand how Passover is celebrated at a Jewish home
- To understand the key features of a synagogue and the rituals that take place
- LI: To understand the story of Purim and Passover



Religious Education

Year 4

Religions Covered

Buddhism
Christianity
Hinduism
Islam
Judaism

Learn about religion and belief (AT1)

Knowledge, skills and understanding in finding out about:

- A wide range of religious stories from sacred writings: learners will **talk about** their meanings and **respond sensitively** to them.
- Different celebrations and ways of worshipping in religion, noticing **some similarities** between them.
- Signs of belonging to a religion, and symbols with meaning for religious people, **noticing this makes a difference** in life.
- Ways in which religious beliefs and ideas can be expressed creatively, e.g. in art, buildings, music and other forms. Children **respond creatively** themselves.
- Children begin to **use a range of religious words**.

Learn from religion and belief (AT2)

Engaging with, reflecting on and responding to questions about:

- Myself, and community, **responding to examples** of how religion makes a difference to individuals, families and communities.
- **Puzzling questions and beliefs, asking and responding imaginatively** to puzzling questions and sharing their thoughts;
- **Values and commitments, engaging with questions about what matters most and thinking about** some examples of religious and spiritual feelings, experiences and ideas, for example worship, wonder, praise, thankfulness, concern, joy and sadness.

Autumn 1: Why did Jesus tell the story of the Prodigal Son?

- LI: To understand the need to forgive
- LI: To understand how parables can help us empathise
- LI: To empathise with different characters
- LI: To explore what is fair
- LI: To investigate the issue of forgiveness
- LI: To be able to say sorry

Autumn 2: Why is Eid important to Muslims?

- LI: To learn the keys aspects of Islam
- LI: To explore the 5 Pillars of Islam important within the Islamic religion
- LI: To learn about Ramadan
- LI: To learn about Eid ul Fitr
- LI: To explore the importance of Hajj
- LI: To learn about the story Ismail (Ismael) and Ibrahim (Abraham)

Spring 1: How do we remember people and why?

- LI: To understand why we remember people
- LI: To understand how we find about someone and the important work they have done
- LI: To generate questions to ask a member of our community
- LI: To discuss whether individuals contributions to people around them are important
- LI: To recognise modern day people who have made a difference to the world we live in
- LI: To debate why a specific person has made more of a contribution than another

Spring 2: Why is Easter important to Christians?

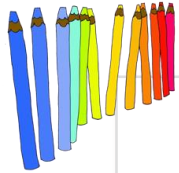
- LI: To recognise the key features of 2 Christian festivals.
- LI: To understand the Easter story and what happened in the build up to Jesus' crucifixion.
- LI: To recognise different symbols linked to Easter and what they represent.
- LI: To work as a team to find out the true meaning of Christian symbol.
- LI: To recognise the story of the crucifixion and why the symbol of the cross is important to Christians.
- LI: To recognise how Christians celebrate Easter.

Summer 1: What matters most?

- LI: To know why rules matter
- LI: To understand that non-religious people can have codes for living that don't refer to god
- LI: To think carefully about the Christian ideas of values such as love and forgiveness
- LI: To develop understanding of the concepts of fairness, justice, forgiveness and free choice
- LI: To clarify the values that matter most to you
- LI: To express ideas of your own about how values can make a community happier

Summer 2: How do Jewish people express their beliefs and practise?

- LI: To understand the importance of the Jewish celebration Shabbat
- LI: To understand the significance of a mezuzah
- LI: To understand how and why Hanukkah is celebrated
- LI: to understand how and why the festival of Passover is celebrated
- LI: To understand why Moses is remembered as a Jewish leader
- LI: To recap what have we learned about Jewish beliefs and practices



Religious Education Year 5

Religions Covered

Buddhism
Christianity
Hinduism
Islam
Judaism

Learn about religion and belief (AT1)

Knowledge, skills and understanding in finding out about:

- A wide range of religious stories from sacred writings: learners will **talk about** their meanings and **respond sensitively** to them.
- Different celebrations and ways of worshipping in religion, noticing **some similarities** between them.
- Signs of belonging to a religion, and symbols with meaning for religious people, **noticing this makes a difference** in life.
- Ways in which religious beliefs and ideas can be expressed creatively, e.g. in art, buildings, music and other forms. Children **respond creatively** themselves.
- Children begin to **use a range of religious words**.

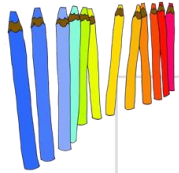
Learn from religion and belief (AT2)

Engaging with, reflecting on and responding to questions about:

- Myself, and community, **responding to examples** of how religion makes a difference to individuals, families and communities.
- **Puzzling questions and beliefs, asking and responding imaginatively** to puzzling questions and sharing their thoughts;
- **Values and commitments, engaging with questions about what matters most and thinking about** some examples of religious and spiritual feelings, experiences and ideas, for example worship, wonder, praise, thankfulness, concern, joy and sadness.

Autumn 1: What can we learn about from religions about temptation?

- L.I. To understand what temptation is
- L.I. To explore how people deal with temptation
- L.I. To understand the consequences of giving in to temptation
- L.I. To explore the importance of forgiveness
- L.I. To reflect on my own choices
- L.I. To understand what religion teaches us about temptation



Religious Education Year 6

Religions Covered

Buddhism
Christianity
Hinduism
Islam
Judaism

Learn about religion and belief (AT1)

Knowledge, skills and understanding in finding out about:

- A wide range of religious stories from sacred writings: learners will **talk about** their meanings and **respond sensitively** to them.
- Different celebrations and ways of worshipping in religion, noticing **some similarities** between them.
- Signs of belonging to a religion, and symbols with meaning for religious people, **noticing this makes a difference** in life.
- Ways in which religious beliefs and ideas can be expressed creatively, e.g. in art, buildings, music and other forms. Children **respond creatively** themselves.
- Children begin to **use a range of religious words**.

Learn from religion and belief (AT2)

Engaging with, reflecting on and responding to questions about:

- Myself, and community, **responding to examples** of how religion makes a difference to individuals, families and communities.
- **Puzzling questions and beliefs, asking and responding imaginatively** to puzzling questions and sharing their thoughts;
- **Values and commitments, engaging with questions about what matters most and thinking about** some examples of religious and spiritual feelings, experiences and ideas, for example worship, wonder, praise, thankfulness, concern, joy and sadness.

Autumn : How can Christian Aid and Islamic Relief have a positive impact?

- LI: To ask and respond to questions about fairness and justice in the world
- LI: : To describe how Islamic relief has an impact on the wider world
- LI: : To understand how Christian Aid can have an impact on the wider world
- LI: To empathise with the poor and think about how we can help
- LI: To evaluate the ways in which charity websites work for themselves.
- LI: To create a piece of art work/writing to reflect my thoughts on this unit

Spring 1: How and why are some books holy?

Spring 2: Why do people believe different things about how the world was created?

- LI: To think about how the world began
- LI: To understand how Jewish people believe the world began
- LI: To understand how Muslims believe the world began
- LI: To Understand how Aborigines believe the world began
- LI: To begin to understand the Big Bang theory as a creation story
- LI: To reflect on how creation stories offer us some truth about our world