



## Whole School Curriculum Progression: Religious Education

Y3 Autumn	Y3 Spring	Y3 Summer
<p><b>Does it matter if a story is true or not?</b></p> <ul style="list-style-type: none"> <li>Describe the way that people see truth differently based on our experiences.</li> <li>Evaluate how useful proverbs can be in helping to guide behaviour.</li> <li>Demonstrate how ideas in a text can affect behaviour.</li> </ul> <p><b>CCE Create a new story with a moral or meaning</b></p> <p><b>How does the worldwide Christian family celebrate key events?</b></p> <ul style="list-style-type: none"> <li>Name key events in the life of different Christians.</li> <li>Identify key festivals that are important to some Christians.</li> <li>Name the main Christian denominations.</li> <li>State similarities and differences between the way key events are celebrated by different denominations.</li> <li>Understand how key events are affected by culture.</li> <li>Describe what Christmas means and looks like for people from different faiths,</li> </ul> <p><b>CCE Create a poster for a younger child to learn about Christian life and festivals</b></p>	<p><b>How are people inspired by the teachings of Jesus?</b></p> <ul style="list-style-type: none"> <li>Know who Jesus is and his faith</li> <li>Know what the greatest commandment is</li> <li>Know that Jesus told parables and be able to re-tell some of them.</li> <li>Describe some miracles Jesus performed and explain the impact on those involved</li> <li>Understand some of the Beatitudes.</li> <li>Explain how Jesus’s teaching affected those he came into contact with.</li> <li>Discuss and suggest how Jesus’ teaching may affect people today.</li> </ul> <p><b>CCE Create a poster or fact file about the teachings of Jesus</b></p> <p><b>Can art help us to understand stories?</b></p> <ul style="list-style-type: none"> <li>Know that artists have depicted events from Holy Week for many years.</li> <li>Describe how the art tells a story.</li> <li>Find out about the events depicted in the art.</li> <li>Describe how beliefs are expressed in a range of styles - suggest reasons for this. .</li> <li>Understand the use of symbolism in artwork.</li> <li>Share how the art makes them feel (likes / dislikes – does it inspire / influences them?)</li> </ul> <p><b>CCE Prepare and present a PMI deeper thinking task for a chosen piece of artwork</b></p>	<p><b>What do Muslims believe about God and where did Islam start?</b></p> <ul style="list-style-type: none"> <li>Know the origins of Islam.</li> <li>Know that tawhid means belief in one God.</li> <li>Know that there are 99 names in the Qur’an which describe Allah (God) and help believers to know what Allah (God) is like and how he affects people’s lives.</li> <li>Understand what happened on the ‘Night of Power’ and that it is remembered during Ramadan.</li> <li>Explain how the belief in Tawhid, Qur’an and 99 names of Allah and Night of Power affect how people live their lives.</li> </ul> <p><b>CCE Create a presentation to the class on what we have learnt?</b></p> <p><b>What is the Qur’an and why do many Muslims try to learn it by heart?</b></p> <ul style="list-style-type: none"> <li>Know some beliefs about the Qur’an</li> <li>Identify the ways in which Muslims treat the Qur’an as a sacred text.</li> <li>Discuss some of the key teachings of the Qur’an and the impact these teachings have on the lives of different Muslims.</li> <li>Explain why Muslims learn the Qur’an by heart and become Hafiz.</li> <li>Compare some Muslim beliefs about the Qur’an with Christian and Jewish beliefs about their sacred texts.</li> </ul> <p><b>CCE Create an acrostic poem with facts about the Qur’an</b></p>

Y4 Autumn	Y4 Spring	Y4 Summer
<p><b>Who do Christians believe Jesus is?</b></p> <ul style="list-style-type: none"> <li>• Describe the Holy trinity.</li> <li>• Understand why Jesus was sent to Earth.</li> <li>• Know that Jesus is fully God and fully man</li> <li>• Explain several of Jesus' names.</li> <li>• Link some of Jesus' names to a Bible story.</li> </ul> <p><b>CCE Create a piece of art to show our understanding of incarnation</b></p> <p><b>How and why has Christian practice changed over time?</b></p> <ul style="list-style-type: none"> <li>• Know how the Church has changed over the years.</li> <li>• Discuss features of church practices from different times.</li> <li>• Explain changes in some Church practices.</li> </ul> <p><b>CCE Create a fact file on mission organisation</b></p>	<p><b>How do Hindus understand who God is?</b></p> <ul style="list-style-type: none"> <li>• Know that Brahman takes many forms.</li> <li>• Describe some of Brahman's qualities.</li> <li>• Describe some qualities of the Trimurti and their partners.</li> <li>• Explain how stories teach Hindus about the qualities of Brahman and the Trimurti.</li> <li>• Understand that some other symbols are used for God and know what qualities they represent.</li> <li>• Explain some of the avatars for Vishnu and how these link to the qualities of the one god.</li> <li>• Understand why Hindus focus on different deities at particular times</li> </ul> <p><b>CCE Create a new Murti to represent the Hindu God</b></p> <p><b>Does prayer make a difference?</b></p> <ul style="list-style-type: none"> <li>• Know why Christians pray.</li> <li>• Describe what prayer is and know that there are different ways to pray.</li> <li>• Discuss how Christians praying can cause miracles to happen.</li> </ul> <p><b>CCE Use OPV deeper thinking task to share different points of view (disagreeing well)</b>  <b>OR Write a prayer to reflect ACTS and I?</b></p>	<p><b>What role does worship play in the life of a Hindu?</b></p> <ul style="list-style-type: none"> <li>• Know the terms Aarti and Puja and what a home shrine and a Mandir is.</li> <li>• Explain what happens during Puja in the home and in the Mandir.</li> <li>• Consider how worship is part of a Hindus' life and the 5 daily duties that impact their life.</li> </ul> <p><b>CCE Present our own response to the 5 daily duties and the influence of rules</b></p> <p><b>How and why do people argue that some places can be spiritual?</b></p> <ul style="list-style-type: none"> <li>• Know the features of a church and a Mandir and explain purpose.</li> <li>• Name places of pilgrimage for Christians and Hindus.</li> <li>• Explain why people go on pilgrimage and what they might do.</li> <li>• Discuss why these places are important to believers and can become spiritual.</li> <li>• Describe how churches and mandirs are built to be spiritual.</li> <li>• Compare and contrast places of worship and places of pilgrimage for Christianity and Hinduism</li> </ul> <p><b>CCE Design and present my own spiritual place</b></p>

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Y5 Autumn	Y5 Spring	Y5 Summer
<p><b>Does Wisdom look the same for every Christian?</b></p> <ul style="list-style-type: none"> <li>Identify wisdom in the Bible.</li> <li>Name and retell at least two parables from the Bible and suggest the wisdom that Christians take from them.</li> <li>Explain how Christians interpret the parables of Jesus in different ways (OPV or '3 Heads')</li> <li>Evaluate Biblical wisdom and compare it to worldly wisdom.</li> </ul> <p><b>CCE Create a modern parable or proverb to teach some wisdom</b></p> <p><b>How do rites of passage shape the lives of different Christians?</b></p> <ul style="list-style-type: none"> <li>Know the term 'rite of passage'</li> <li>Know the symbols of baptism</li> <li>Demonstrate an understanding of what happens during a Baptism ceremony.</li> <li>Discuss what values are important to us and explain where these ideas have come from (OPV task?)</li> </ul> <p><b>CCE Represent the Baptism of Jesus as a rite of passage</b></p>	<p><b>How far does the mosque contribute to the Muslim concept of Ummah?</b></p> <ul style="list-style-type: none"> <li>Identify examples of how the Shahadah is used to underpin Muslim beliefs about Allah.</li> <li>Know the five pillars of Islam</li> <li>Discuss the how the five pillars of Islam show commitment to faith and community.</li> <li>Explain how the mosque contributes to Ummah</li> <li>Make connections between prayer, mosques (including the Kab'ah) and community.</li> </ul> <p><b>CCE Prepare and present an interview with a Muslim to find out about Ummah</b></p> <p><b>What do Christians believe about the death of Jesus?</b></p> <ul style="list-style-type: none"> <li>Know key events in the Christian Holy week</li> <li>Create a timeline of Holy Week with particular reference to the crucifixion.</li> <li>Discuss the meaning of and give of Biblical sacrifice.</li> <li>Explain some ways in which the sacrifice made by Jesus is different to Jewish sacrifice.</li> </ul> <p><b>CCE Write an explanation of the impact of the death of Jesus</b></p>	<p><b>Why is it important to Muslims that Muhammad is known as the Seal of the prophets?</b></p> <ul style="list-style-type: none"> <li>Identify prophets that are important for Islam, Christianity and Judaism and give reasons for their importance.</li> <li>Know the roles that Isa (Jesus) and Muhammad (PBUH) have in Islam.</li> <li>Explain why Muhammad (PBUH) is called the 'Seal of the Prophets'.</li> <li>Justify the importance of prophets in Islam.</li> <li>Explain the importance of scripture and how the Hadith helps Muslims.</li> <li>Explain the basic divisions in Islam and some of the reasons behind them.</li> </ul> <p><b>CCE Design a board game about the shared prophets of the Abrahamic religions</b></p> <p><b>What does it mean to live a good life?</b></p> <ul style="list-style-type: none"> <li>Identify what a 'good life' might mean for different religions</li> <li>Know that worldviews are a combination of organised and personal opinions</li> <li>Discuss how and why our personal worldview might change over time</li> </ul> <p><b>CCE Create and present a personal worldview - 'How to live a good life'</b></p>

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Y6 Autumn	Y6 Spring	Y6 Summer
<p><b>What is the significance of Karma and Moksha for a Hindu?</b></p> <ul style="list-style-type: none"> <li>• Know the meaning of Karma and Moksha</li> <li>• Identify ways that dharma is a way of life for Hindus</li> <li>• Give examples of how the five daily duties link to dharma.</li> <li>• Explain connections between deeds of past lives / this life and the next life</li> <li>• Describe how stories can inspire Hindus to make good choices.</li> <li>• Discuss how far the goal of moksha inspires Hindus to achieve good karma.</li> </ul> <p><b>CCE Evaluate links between the duties and doctrines of Hindus and our school virtues, values and model for spiritual growth</b></p> <p><b>How and why do Christians try and make the world a better place?</b></p> <ul style="list-style-type: none"> <li>• Know the meaning of stewardship</li> <li>• Identify connections between biblical texts and Christian ideas of stewardship.</li> <li>• Describe Maslow’s hierarchy of needs and UN Children’s rights.</li> <li>• Explain how Christians can put their beliefs into practice.</li> <li>• Respond to the idea that Christians have great responsibility for the Earth.</li> <li>• Research the core values of the charity ‘Christian Aid’</li> </ul> <p><b>CCE Create a new charity with core values that aim to make the world a better place</b></p>	<p><b>How do people make judgements about how and why the world is as it is?</b></p> <ul style="list-style-type: none"> <li>• Know some Christian beliefs and some scientific theories about creation</li> <li>• Evaluate if questions about creation and humanity can be answered by faith and/or science.</li> <li>• Identify some of the issues addressed by scientists who are Christians.</li> <li>• Organise knowledge into categories (explained by - faith, science, neither)</li> </ul> <p><b>CCE Question how we reason and make judgements (PMI plus, minus, interesting deeper thinking task)</b></p> <p><b>How is belief in the resurrection important to Christians today?</b></p> <ul style="list-style-type: none"> <li>• Know the story and meaning of ‘the resurrection of Christ’.</li> <li>• Understand what Christians mean by the ‘divinity of Jesus’</li> <li>• Discuss the impact of belief in the resurrection on Christians today.</li> <li>• Make links between a range of biblical passages and Christian beliefs.</li> </ul> <p><b>CCE Choose 2 painting (‘The Resurrection of Christ - 50 famous Paintings) to present the importance of the Christian belief in the resurrection</b>  <a href="https://www.youtube.com/watch?app=desktop&amp;v=jysrwGyD3Q&amp;safe=true">https://www.youtube.com/watch?app=desktop&amp;v=jysrwGyD3Q&amp;safe=true</a></p>	<p><b>What might a Hindu gain from a pilgrimage to India?</b></p> <ul style="list-style-type: none"> <li>• Name and locate some pilgrimage sites for Hindus.</li> <li>• Describe what happens at different Hindu pilgrimage sites.</li> <li>• Explain some of the reasons why Hindus may choose to go on a pilgrimage.</li> </ul> <p><b>CCE Write a diary entry of a Hindu who has experienced a pilgrimage</b></p> <p><b>How does a worldview help people decide what is important?</b></p> <ul style="list-style-type: none"> <li>• Identify a variety of known worldviews</li> <li>• Research alternative worldviews</li> <li>• Identify similarities/ connections and differences between different worldviews.</li> <li>• Evaluate different sources of wisdom and justify what is important to us.</li> </ul> <p><b>CCE Present ideas about different worldviews using a deeper thinking strategy eg PMI (positive, minus, interesting) or ‘Three Heads’, OPV (other points of view)</b></p>

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**Thinking as a Theologian:** To understand the nature, role and influence of religion and worldviews (different scales); To reflect on questions of meaning, purpose, and value; To formulate reasoned opinion/argument; enter into meaningful dialogue with people of different beliefs and ways of living.

	KS1	LKS2	UKS2
1. To understand the nature, role and influence of religion and worldviews, locally, nationally, and globally	<ul style="list-style-type: none"> <li>Show basic knowledge and understanding of Christianity and at least one other faiths and worldviews, exploring similarities and differences between them.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils describe beliefs and teachings from Christianity and two other religions and show how these influence how people live and behave.</li> <li>They recognise and can describe symbols and rituals from Christianity and two other religions and say something about what these mean for people.</li> <li>Explore similarities and differences within religions and worldviews.</li> </ul>	<ul style="list-style-type: none"> <li>Understand what it means to be religious, and the influence religions and worldviews have on individuals and communities.</li> <li>Consider different responses to ultimate questions.</li> <li>They use correct vocabulary to suggest meanings for different ways in which people show their religious beliefs</li> </ul>
2. To reflect on questions of meaning, purpose, and value	<ul style="list-style-type: none"> <li>Reflect on personal experience and say how it is linked to feelings and opinions.</li> <li>Appreciate the experiences, feelings, and opinions of others.</li> </ul>	<ul style="list-style-type: none"> <li>Think about what influences our beliefs and lifestyle and the way we see things.</li> </ul>	<ul style="list-style-type: none"> <li>Explore different religious and non-religious beliefs about meaning, purpose and value.</li> <li>Describe similarities and differences of belief and practice within and between Christianity and two or three different religions and show how these influence the lives of individuals and communities.</li> </ul>
3. To formulate reasoned opinion/argument	<ul style="list-style-type: none"> <li>Give one or more reasons for an opinion, based on appropriate factual knowledge and understanding.</li> </ul>	<ul style="list-style-type: none"> <li>Ask questions about religion and belief to gain basic understanding of some beliefs to be able to give valid reasons for and against an opinion.</li> </ul>	<ul style="list-style-type: none"> <li>Show awareness of the ways beliefs influence attitudes, way of life and behaviour.</li> <li>Express and justify their own beliefs and opinions and listen sensitively to those of others.</li> <li>Distinguish between valid and invalid arguments.</li> </ul>
4. In achieving the aims above, pupils will be better able to enter into meaningful dialogue with people of different beliefs and ways of living	<ul style="list-style-type: none"> <li>Understanding that people have different opinions, beliefs and faiths.</li> </ul>	<ul style="list-style-type: none"> <li>Talking respectfully about the similarities and difference that exist between Christianity and other major world religions</li> <li>Accepting that others have different beliefs and customs</li> </ul>	<ul style="list-style-type: none"> <li>Discuss the impact of religion on individuals and communities</li> <li>Support their views with good reasons linked to evidence and examples</li> <li>Talking respectfully be able to disagree well</li> </ul>

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