



## The Grange Primary School Progression Map for Religious Education

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>ELG</b>	<b><u>Communication and Language</u></b> <ul style="list-style-type: none"> <li>• Listen attentively and respond with questions, comments and actions to a wide range of stories from different religions and worldviews.</li> <li>• Hold conversation and make comments about the religious materials, artefacts, songs, stories and celebrations they encounter, using new vocabulary.</li> <li>• Participate in discussions offering their own ideas about religion and belief using recently introduced religious vocabulary.</li> <li>• Offer explanations and answers to 'why' questions about religious stories, non-fiction, rhymes, songs and poems.</li> <li>• Personal, Social and Emotional Development.</li> <li>• Understand their own feelings and those of others, stimulated by religious materials and ideas.</li> <li>• Give focused attention to religious materials such as worship, story, festival, song, community living.</li> <li>• Confidently talk about simple values, right and wrong, and good or bad behaviour</li> <li>• Co-operate and take turns with others, showing sensitivity to their own and others' needs and feelings.</li> </ul>		<b><u>Literacy</u></b> <ul style="list-style-type: none"> <li>• Demonstrate understanding of religious stories and narratives using recently introduced vocabulary to re-tell stories.</li> <li>• Enjoy and learn from discussion and role play about religious stories, non-fiction, rhymes, poems and songs.</li> <li>• Use RE examples to write simple phrases or sentences that can be read by others.</li> </ul> <b><u>Understanding the World.</u></b> <ul style="list-style-type: none"> <li>• Talk about the lives of people around them, understanding characters and events from stories.</li> <li>• Describe their immediate environment – e.g. on a visit to a place of worship.</li> <li>• Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read and experienced in class.</li> <li>• Explore the natural world around them, making observations of animals and plants, environments and seasons, making space for responses of joy, wonder, awe and questioning.</li> </ul>		<b><u>Expressive Arts and Design.</u></b> <ul style="list-style-type: none"> <li>• Create work drawing from religions and beliefs with a variety of materials and tools, sharing their creations and explaining the meaning of their work.</li> <li>• Adapt and recount religious stories inventively, imaginatively and expressively.</li> <li>• Sing, perform and learn from well-known songs in RE imaginatively and expressively.</li> <li>• Develop their imagination and expression using RE content in relation to art, music, dance, imaginative play, and role play and stories to represent their own ideas, thoughts and feelings.</li> <li>• Respond in a variety of ways to what they see, hear, smell, touch and taste.</li> </ul> <b><u>Mathematics.</u></b> <ul style="list-style-type: none"> <li>• Recognise, create and describe some patterns, sorting and ordering objects simply.</li> </ul>	



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<b>Year 1</b>	<p><b>1.1 Who is a Christian and what do they believe?</b></p> <p>Talk about some simple ideas about Christian beliefs about God and Jesus (A1).</p> <p>Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means (A2).</p> <p>Talk about issues of good and bad, right and wrong arising from the stories (C3).</p> <p>Ask some questions about believing in God and offer some ideas of their own (C1).</p>	<p><i>Christmas Production</i></p>	<p><b>1.5 What makes some places sacred? (Christian)</b></p> <p>Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used (A3).</p> <p>Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe (B2).</p> <p>Describe some of the ways in which people use music in worship, and talk about how different kinds of music make them feel (C1).</p>	<p><b>1.6 How and why do we celebrate special and sacred times (Easter)</b></p> <p>Identify some ways Christians celebrate Easter (A1).</p> <p>Ask questions and suggest answers about stories to do with Christian festivals (B1).</p> <p>Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers (C1).</p>	<p><b>1.7 What does it mean to belong to a faith community? (Christian)</b></p> <p>Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers (A3).</p> <p>Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean (A1).</p> <p>Identify two ways people show they belong to each other when they get married (A1).</p>	<p><b>1.8 How should we care for others and the world, and why does it matter?</b></p> <p>Re-tell Bible stories and stories from another faith about caring for others and the world (A2).</p> <p>Identify ways that some people make a response to God by caring for others and the world (B1).</p> <p>Talk about issues of good and bad, right and wrong arising from the stories (C3).</p> <p>Talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more (C2)</p>
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			Ask good questions during a school visit about what happens in a church, synagogue or mosque (B1).		Respond to examples of co-operation between different people (C2).	Use creative ways to express their own ideas about the creation story and what it says about what God is like (C1).
<b>Year 2</b>	<p><b>1.3 Who is Jewish and what do they believe?</b></p> <p>Talk about how the mezuzah in the home reminds Jewish people about God (A3).</p> <p>Talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat (B1).</p> <p>Re-tell a story that shows what Jewish people at the festival of Chanukah might think about God,</p>	<b>Christmas Production</b>	<p><b>1.5 What makes some places sacred? (Jewish)</b></p> <p>Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used (A3).</p> <p>Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe (B2).</p> <p>Describe some of the ways in which</p>	<p><b>1.6 How and why do we celebrate special and sacred times (Jews)</b></p> <p>Identify some ways Pesach is celebrated (A1). Re-tell stories connected with Pesach and say why these are important to believers (A2).</p> <p>Ask questions and suggest answers about stories to do with Pesach (B1).</p> <p>Collect examples of what people do, give, sing, remember or think about at the religious</p>	<p><b>1.7 What does it mean to belong to a faith community?</b></p> <p>Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers (A3).</p> <p>Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean (A1).</p>	<p><b>1.8 How should we care for others and the world, and why does it matter?</b></p> <p>Re-tell Bible stories and stories from another faith about caring for others and the world (A2).</p> <p>Identify ways that some people make a response to God by caring for others and the world (B1).</p> <p>Talk about issues of good and bad, right and wrong arising from the stories (C3).</p> <p>Talk about some texts from different religions that</p>



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	<p>suggesting what it means (A2).</p> <p>Ask some questions about believing in God and offer some ideas of their own (C1).</p>		<p>people use music in worship, and talk about how different kinds of music make them feel (C1).</p> <p>Ask good questions during a school visit about what happens in a church, synagogue or mosque (B1).</p>	<p>celebrations studied, and say why they matter to believers (C1).</p>	<p>Identify two ways people show they belong to each other when they get married (A1).</p> <p>Respond to examples of co-operation between different people (C2)</p>	<p>promote the 'Golden Rule', and think about what would happen if people followed this idea more (C2)</p> <p>Use creative ways to express their own ideas about the creation story and what it says about what God is like (C1).</p>
	<p><b>A. Know about and understand a range of religious and non-religious.</b></p> <p>A1. 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. worldviews.</p> <p>A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.</p> <p>A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.</p>		<p><b>B. Express ideas and insights about the nature, significance and impact of religious and nonreligious worldviews.</b></p> <p>B1. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.</p> <p>B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.</p> <p>B3. Notice and respond sensitively to some similarities between different religious and non-religious worldviews.</p>		<p><b>C. Gain and deploy the skills needed to engage seriously with religious and nonreligious worldviews.</b></p> <p>C1. 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.</p> <p>C2. Find out about and respond with ideas to examples of cooperation between people who are different.</p> <p>C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.</p>	
<b>Year 3</b>	<b><i>L2.1 What do different people believe about God?</i></b>	<b><i>Christmas Production</i></b>	<b><i>L2.2 Why is the Bible important for Christians today?</i></b>	<b><i>L2.5 Why are festivals important to religious</i></b>	<b><i>L2.4 Why do people pray?</i></b>	<b><i>L2.5 Why are festivals important to religious communities</i></b>



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	<p><b>(Muslim / Christian)</b></p> <p>Describe some of the ways in which Christians Hindus and/or Muslims describe God (A1).</p> <p>Ask questions and suggest some of their own responses to ideas about God (C1).</p> <p>Suggest why having a faith or belief in something can be hard (B2).</p> <p>Identify how and say why it makes a difference in people's lives to believe in God (B1).</p>		<p>Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation (A2).</p> <p>Give examples of how and suggest reasons why Christians use the Bible today (B1).</p> <p>Describe some ways Christians say God is like, with examples from the Bible, using different forms of expression (A1).</p> <p>Discuss their own and others' ideas about why humans do bad things and how people try to put things right (C3).</p>	<p>communities (Easter)</p> <p>Describe how the way some people celebrate festivals might show something about their beliefs (A2).</p> <p>Identify some differences in the way festivals are celebrated within and between different religious and non-religious worldviews (A3).</p> <p>Identify why members of the same religious or non-religious worldview might celebrate festivals differently or for different reasons (B1).</p> <p>Raise important questions and suggest answers about how the</p>	<p>Describe the practice of prayer in the religions studied (A2).</p> <p>Make connections between what people believe about prayer and what they do when they pray (A3).</p> <p>Describe ways in which prayer can comfort and challenge believers (B2).</p> <p>Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray (B3).</p>	<p>Describe how the way some people celebrate festivals might show something about their beliefs (A2).</p> <p>Identify some differences in the way festivals (e.g. Christmas) are celebrated within and between different religious and non-religious worldviews (A3).</p> <p>Identify why members of the same religious or non-religious worldview might celebrate festivals differently or for different reasons</p> <p>Raise important questions and suggest answers about how the celebrations studied might make</p>
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				celebrations studied might make a difference to how pupils think and live (C1).		a difference to how pupils think and live (C1).
Year 4	<p><b><i>L2.1 What do different people believe about God? (Jews / Hindu)</i></b></p> <p>Describe some of the ways in which Christians Hindus and/or Muslims describe God (A1).</p> <p>Ask questions and suggest some of their own responses to ideas about God (C1).</p> <p>Suggest why having a faith or belief in something can be hard (B2).</p> <p>Identify how and say why it makes a difference in people's lives to believe in God (B1).</p>	<p><b><i>Christmas Production</i></b></p>	<p><b><i>L2.8 What does it mean to be a Hindu in Britain Today?</i></b></p> <p>Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life (A1).</p> <p>Describe some ways in which Hindus express their faith through puja, aarti and bhajans (A2).</p> <p>Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it</p>	<p><b><i>L2.5 Why are festivals important to religious communities (Passover)</i></b></p> <p>Describe how the way some people celebrate festivals might show something about their beliefs (A2).</p> <p>Identify some differences in the way festivals are celebrated within and between different religious and non-religious worldviews (A3).</p> <p>Identify why members of the same religious or non-religious worldview might celebrate festivals</p>	<p><b><i>L2.3: Why is Jesus inspiring to some people?</i></b></p> <p>Make connections between some of Jesus' teachings and the way Christians live today (A1).</p> <p>Describe how Christians celebrate Holy Week and Easter Sunday (A1).</p> <p>Identify the most important parts of Easter for Christians and say why they are important (B1).</p> <p>Give simple definitions of some key Christian terms (e.g. gospel, incarnation,</p>	<p><b><i>L2.9 What can we learn from religions about deciding what is right and wrong?</i></b></p> <p>Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions (B1).</p> <p>Make connections between stories of temptation and why people can find it difficult to be good (A2).</p> <p>Give examples of ways in which some inspirational people have been guided by their religion (B1).</p>



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			<p>might be hard sometimes (B2).</p> <p>Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2).</p>	<p>differently or for different reasons (B1).</p> <p>Raise important questions and suggest answers about how the celebrations studied might make a difference to how pupils think and live (C1).</p>	<p>salvation) and illustrate them with events from Holy Week and Easter (A2).</p>	<p>Discuss their own and others' ideas about how people decide right and wrong (C3).</p>
Year 5	<p><b>U2.1 Why do some people believe God exists?</b></p> <p>Outline clearly a Christian understanding of what God is like, using examples and evidence (A2).</p> <p>Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging (B2).</p>	<b>Christmas Production</b>	<p><b>U2.6 What does it mean to be a Muslim in Britain today?</b></p> <p>Deploy a rich knowledge of the 5 Pillars to make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad (A2).</p> <p>Describe and reflect on the significance of the</p>	<p><b>U2.2 What would Jesus do? Can we live by the values of Jesus in the twenty-first century?</b></p> <p>Outline three or more examples of Jesus' teaching on how his followers should live (A2).</p> <p>Offer interpretations of two of Jesus' parables and say what they might teach Christians</p>	<p><b>U2.4 If God is everywhere, why go to a place of worship? (Christian)</b></p> <p>Make connections between how believers feel about places of worship in different traditions (A3).</p> <p>Select and describe the most important functions of a place of worship for the community (B3).</p>	<p><b>U2.10 Green religion? How and why should religious communities do more to care for the Earth? (Christian / Non-Religious)</b></p> <p>Make connections between beliefs about the earth and activist behaviour in different religions (A1).</p> <p>Understand the challenges facing</p>



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	<p>Express thoughtful ideas about the impact of believing or not believing in God on someone's life (B1).</p> <p>Present different views on why people believe in God or not, including their own ideas (C1).</p>		<p>Holy Qur'an to Muslims (B1).</p> <p>Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils (A2).</p> <p>Make connections between the key functions of the mosque and the beliefs of Muslims (A1).</p>	<p>about how to live (B3).</p> <p>Explain the impact Jesus' example and teachings might have on Christians today (B1).</p> <p>Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today (C3).</p>	<p>Give examples of how places of worship support believers in difficult times, explaining why this matters to believers (B2).</p> <p>Present ideas about the importance of people in a place of worship, rather than the place itself (C1).</p>	<p>the planet and responses from different religions (B2).</p> <p>Discuss and describe their own and others' ideas about the kinds of collaboration, activism and commitment needed to 'save the Earth' (C3).</p>
Year 6	<p><b>U2.3 What do religions say to us when life gets hard?</b></p> <p>Express ideas about how and why religion can help believers when times are hard, giving examples (B2).</p> <p>Outline Christian, Hindu and / or nonreligious beliefs</p>	<b>Christmas Production</b>	<p><b>U2.7: What matters most to Christians and to Humanists?</b></p> <p>Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples (A2).</p>	<p><b>U2.8 What difference does it make to believe in Ahimsa (harmlessness), Grace (the generosity of God), and Ummah (community)</b></p> <p>Make connections between beliefs and behaviour in different religions (A1).</p>	<p><b>U2.9 What can be done to reduce racism? Can religion help?</b></p> <p>Describe examples of connections between antiracism and religion (A1).</p> <p>Understand the challenges racism presents to human communities and consider different</p>	<p><b>U2.10 Green religion? How and why should religious communities do more to care for the Earth? (Hindu / Jewish)</b></p> <p>Make connections between beliefs about the earth and activist behaviour in different religions (A1).</p>





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	<p>about life after death (A1).</p> <p>Explain some similarities and differences between beliefs about life after death (B2).</p> <p>Explain some reasons why Christians and Humanists have different ideas about an afterlife (B3).</p>		<p>Describe what it means to be a Humanist (A2)</p> <p>Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view (B2).</p> <p>Describe some Christian and Humanist values simply (B3).</p> <p>Express their own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others they have studied (C3).</p>	<p>Make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions (A1).</p> <p>Outline the challenges of being a Hindu, Christian or Muslim in Britain today (B2).</p> <p>Consider similarities and differences between beliefs and behaviour in different faiths (B3).</p>	<p>religious responses (B2).</p> <p>Discuss their own and others' ideas about reducing racism and prejudice, informed by rich knowledge of case studies (C3).</p>	<p>Understand the challenges facing the planet and responses from different religions (B2).</p> <p>Discuss and describe their own and others' ideas about the kinds of collaboration, activism and commitment needed to 'save the Earth' (C3).</p>
	<p><b>A. Know about and understand a range of religious and non-religious.</b></p> <p>A1. Describe and make connections between different features of the religious and nonreligious worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which</p>		<p><b>B. Express ideas and insights about the nature, significance and impact of religious and nonreligious worldviews.</b></p> <p>B1. Observe and understand varied examples of religious and nonreligious worldviews so that they can explain, with reasons, their</p>		<p><b>C. Gain and deploy the skills needed to engage seriously with religious and nonreligious worldviews.</b></p> <p>C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their</p>	



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	<p>mark important points in life, in order to reflect on their significance.</p> <p>A2. 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.</p> <p>A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.</p>	<p>meanings and significance to individuals and communities.</p> <p>B2. 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.</p> <p>B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religious and non-religious worldviews.</p>	<p>own in different forms including (e.g.) reasoning, music, art and poetry.</p> <p>C2. 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.</p> <p>C3. 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.</p>
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