



Annesley Primary & Nursery School Progression Map

Subject: RE

In Religious Education, we intend to provide children with a well-rounded view of the different world religions. We aim to guide them in their understanding of the key elements within each religion, how these are celebrated and to promote tolerance and understanding towards all religious beliefs. In doing so, we promote self-reflection and aim for all children to understand how their own beliefs and ideas are both similar and different to others around them. We encourage questioning both of their own ideas and of the world around them.

Every student should leave Annesley Primary & Nursery School with a deeper understanding of their own opinions/beliefs and tolerance and respect for the opinions/beliefs of others.

Autumn	EYFS		Key Stage 1		Key Stage 2		
	Nursery	Year R	Year 1	Year 2	Year 3	Year 4	Year 5
Knowledge	<p>Nursery know that people in my family are special to me</p> <p>Reception know that people in my family are special to me</p>	<p>Myself and caring for others Know how we show and how we care for others. Link to new sense of belonging to a new class Recipe for a person...things we share and enjoying our differences Know that there are a number of stories form religions that show caring attributes that we are encouraging and where difference is celebrated eg caring shepherd Lost sheep parable Good Samaritan Shmutzee and the magic seed Forgive and forget...the story of Joseph and his brothers</p> <p>Themes and celebrations Hannukah/ Christmas/Diwali Know about annual or weekly celebrations for Christians and Jewish people.... They will learn about songs, worship, celebrations, stories artifacts and food</p>	<p>Leaders Know and can recognise why someone is said to be a great leader and give examples of leadership. Know and can respond to the idea that people were guided by God and given wisdom by God.</p> <p>Belonging Know and can retell the story of Jesus being baptized in the River Jordan. Know and can suggest some reasons why it matters to people to belong to groups and communities. Know and can answer questions about Christenings and Believer's Baptism for myself. Know and can recount how a baby or a young adult is welcomed into the Christian community.</p>	<p>Theme – Religion, family ,community - prayer Know the importance of the 5 daily Islamic prayers Know the meaning and the use of the Lord's Prayer in Christianity. I know about prayer at a mosque or a church. Know about beliefs about Allah/God and prayer in the different religions.</p>	<p>The Journey of life and death Religions – Christianity Islam Hinduism Know key ways in which Christians, Hindus and Muslims see life as a journey.</p> <p>Know 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. Know about a range of ideas about different concepts of an afterlife such as Muslim paradise, Christian heaven, and Hindu reincarnation and Moksha. Know about non-religious views, for example about Humanist commitment to the one life we have. Spiritual expression. - Religious content will include different examples of music from the Christian community explored in depth as forms of spiritual expression and worship.</p> <p>Know that different music is used from Christianity including Christmas carols, a famous hymn, the Hallelujah chorus, contemporary worship music and Christian songs for children. Know how to compare these with music from any source which I find spiritually interesting or inspiring.</p>	<p>Christianity: Religion and the individual: What matters to Christians? Know 3 or more Christian beliefs I know and understand what matters to Christians Know how to consider varied answers to questions about God</p> <p>Inspirational people in today's world: Know and can show and understand how inspirational leaders are examples of their religions' ideals Know and can connect two examples from different worldviews. Know how to consider varied answers to questions about what makes a person inspiring</p>	<p>Beliefs in Action Know that Kindertransport was used as part of history and can link it to the Jewish faith Know who resisted and was rescued as part of WW2 and how this link to religious belief. Know how we can be upstanders today linked to the beliefs we hold?</p>

Skills	<p>Understand that I am different to my friends</p> <p>Understand that some celebrations are special to some people</p>	<p>Can retell a story behind a festival. Can suggest a meaning for an object used in a festival eg menorah/ Christingle</p> <p>Can compare celebrations with big events in my life</p> <p>Can name objects used in different religions</p> <p>Can recall a story and the characters. Can retell a story. Can give an example of how a person can show their values</p> <p>Can say what is caring in a religious story I have heard.</p>	<p>Can express my own idea of leadership linking to what I have learnt.</p> <p>Can give examples of what makes a great leader.</p> <p>Can express an idea of my own about belonging to God-is it important? For Christians?</p> <p>Can give an example of my own community life, and say why it matters: what groups I belong to.</p> <p>Can say what I like about belonging.</p>	<p>Can begin to describe to what a Christian might learn from a religious story.</p> <p>Can explain a link between Bible stories of Creation and Christian beliefs about God.</p> <p>Can use religious words related to the topic to describe some of the ways in which people show their beliefs.</p> <p>Can say what difference believing in Jesus makes to Christians.</p> <p>Can share my ideas about some 'big questions', eg what do Christians believe about God, how do science and religion explain Creation?</p>	<p>Can describe four different beliefs about life after death.</p> <p>Can show I understand why life is like a journey.</p> <p>Can connect at least two viewpoints I have studied with texts from different religions.</p> <p>I can consider varied answers to questions about life as a journey and about afterlife.</p> <p>Can express reasons why I hold my own views about life after death.</p> <p>Can explain similarities and differences between Hindu, Christian, Muslim and Humanist ideas about the purposes of life and life after death.</p> <p>Can describe beliefs and practice about worship with music in Christianity.</p> <p>Can show I understand how and why Christians use music to express beliefs about God and devotion to God.</p> <p>Can consider varied answers to questions about why music matters in human life and religious life.</p> <p>Can express reasons why particular pieces of music are spiritual for me.</p> <p>Can apply the idea of spirituality for myself.</p> <p>Can explain similarities and differences between examples of the music Christians use from the past and in contemporary worship.</p>	<p>Explain, with reasons, why you have selected one of the four elements of Christianity studied as the most important</p> <p>Explain what matters about worshipping God to Christians</p> <p>Explain similarities and differences between different celebrations that are part of Christian worship.</p> <p>Explain thoughtfully my own ideas about the inspiring leaders I studied</p> <p>Apply the idea of inspiration for myself to stories of leaders</p> <p>Explain what matters about the lives of inspirational leaders; do we all need role models? Do the leaders exemplify their beliefs?</p>	<p>I can explain the impact of beliefs on people's lives.</p> <p>Can show that I understand a story of a survivor of Nazi hatred.</p> <p>Can write a factsheet about the way Jewish people responded to the prejudice and hatred of the Nazis.</p> <p>Can consider varied answers to questions about suffering and God.</p> <p>Can explain, with reasons why it is important to remember examples of hatred and prejudice, and why "never again" is an important idea.</p> <p>Can apply the ideas of respect, harmony and goodness to the lives of those who rejected Nazi ideas.</p> <p>Can explain what matters about remembrance of those who died and those who survived and the idea of "Upstanders."</p>
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Annesley Primary & Nursery School Progression Map

Subject: RE

Spring	EYFS	Key Stage 1		Key Stage 2			
	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge	<p>Nursery Know and understand that a celebration is a special time</p> <p>Reception Know and understand that some celebrations are special to some people</p>	<p>Symbols in religious worship and practice</p> <p>Celebrations and Festivals Visit a church/ synagogue.</p> <p>Know about worship...music/ traditions/ what you wear/ when you go/ books and objects used there.</p> <p>Know the story of Easter and the Passover Pesach Food eaten at certain times...unleavened bread/ pancake day/simnel cake</p>	<p>Story Know and can tell a story from the Jewish Bible skillfully I know and can suggest a meaning for the story. Know and can recognise and talk about the role God plays in stories from the Jewish Bible. Know and can ask questions about the stories I have studied and suggest answers. Know and can respond to big ideas and beliefs in the stories: does God forgive? Does God rescue? Does God create?</p>	<p>Theme – Worship and sacred places. Where, how and why do people worship? Investigating places of worship in Nottingham City and Nottinghamshire.</p> <p>Know the differences Churches, Mosques and Mandirs and the way these buildings express key ideas about belief and worship. Know four key terms in relation to each building. Know and can identify similarities between the places of worship. Know and connect features of the building to religious beliefs, teaching, practices and ways of living.</p>	<p>Unit 4:2 Theme – Symbols and religious expression. How do people express their religion and spiritual ideas on pilgrimages? Religions Christianity Islam Hinduism non-religious worldviews.</p> <p>Know about pilgrimages and religious journeys to for example, Makkah(Muslim) Varansi(Hindu) Lourdes Iona or the Holy Land(Christian) Know about and reasons for ritual and practice on pilgrimages. I know about how the journey of a person who is spiritual but not religious might be like a religious pilgrimage. Know about local places of pilgrimage (such as Beth Shalom or Southwell Minster) and reflect upon what kind of pilgrimages these represent.</p>	<p>Islam/Hinduism: Beliefs and Questions: Know and can explain the main beliefs of Muslims and Hindus about God Know and can understand why the worship of Allah/Brahman matters to Muslims and Hindus Consider varied answers to questions about whether God is real and what God is like.</p>	<p>Teachings Wisdom and Authority Know how to reflect on words of wisdom from religions and worldviews. Know and can explain similarities between holy books or writings from two different religions.</p>

Skills	<p>Understand that some stories are special Can understand that some places are special to people eg church and temple</p>	<p>Can recall and name key objects from a church and a synagogue. Can recognise that holy buildings are connected to beliefs about worshipping God. Can talk about photos taken in religious buildings. Can say why someone goes into a religious building.</p>	<p>Can express my own ideas about some of the big questions Can give at least two examples of bible characters who "got it wrong" and say what happened in the story.</p>	<p>Can describe four features of each of three religious buildings, a mosque, a mandir and church. Can connect the key features of the buildings with beliefs about God in each religion. Can ask and answer questions about at least three different ways the religious buildings are used by the community. Can respond thoughtfully to the task of designing a new religious building for their locality. Can consider ideas such as " a friendly building" " a house of God" " a spiritual space" and say what I think makes these buildings special. Can discuss questions such as why do we need religious buildings? What emotions do we feel in holy spaces? Is the whole earth really a holy space? Can people get close to God in holy buildings?</p>	<p>Can describe some religious beliefs that underlie the practice of pilgrimages in at least two religions. Can show I understand why a spiritual journey can change people's lives, giving examples. Can consider varied answers to questions about the purpose of going on a pilgrimage. Can express reasons why I would choose my own kind of pilgrimage if I could. Can apply the idea of a spiritual journey for myself. Can explain the similarities and differences between varied approaches to pilgrimage from different religions and worldviews.</p>	<p>Clearly express reasons why you hold your own views about questions to do with God Explain what matters about worshipping God to Muslims Explain what matters about worshipping gods and goddesses to Hindus.</p>	<p>Can explain the impact of beliefs about sacred writings, God and values. Can explain two viewpoints about why people need wise words to follow. Can consider varied answers to questions about the value of holy writings and other sources of wisdom. Can explain with reasons why Christians and Muslims revere their holy texts. Can explain thoughtfully my own ideas about wise words, selecting examples and clearly expressing reasons for my choices. Can apply the idea of "words of wisdom" for myself, select examples and explain them.</p>
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Annesley Primary & Nursery School Progression Map

Subject: RE

Summer	EYFS	Key Stage 1		Key Stage 2			
	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge	<p>Nursery – Know and can understand that a celebration is a special time</p> <p>Reception Know and can understand that some celebrations are special to some people</p>	<p>Beliefs and teachings Know about stories Jesus told...healing lepers/ feeding five thousand/ calming the sea at Galilee Lost coin/ lost son</p>	<p>Believing Know and can recall and name some key words about Jewish beliefs (e.g. God the Creator, Almighty, Eternal) key figures in the story they studied, saying what they did.</p>	<p><u>Theme – Inspirational people from the past.</u> What can we learn from inspiring people in sacred texts and in the history of religions? Religious leaders Moses, Jesus and Muhammad. Know about two examples of inspirational people from the Jewish and Christian Bible such as Abraham Jacob Joseph Moses David Esther Ruth (some of these are also prophets in Islam.) Know about stories and teaching from the Christian gospels on the life teaching and example of Jesus. (A study of a Sikh Guru where a Sikh pupil is present in school is an appropriate addition to the unit.) Know about Islamic stories of the life of the prophet Muhammad (PBUH) and his companions, and from Islamic history.</p>	<p><u>Unit 4:4 Theme – Religion, family, community, worship, celebration, ways of living.</u> Religions – Hinduism Know how Hindu families practice their faith? What are the deeper meanings of some Hindu festivals. Know about Hindu worship and celebration, including details, information, about the stories of Rama and Sita, and at least one other Hindu festival. Know how to explore Hindu ideas about gods and goddesses, worship in the home and Mandir, beliefs and values expressed in stories, festivities and worship and learning from Hindu community life.</p>	<p>Theme – Beliefs in action in the world. Religions selected by school. Perhaps Christianity, Hinduism, Islam. Know how to explain beliefs about the value of sacred space and holy buildings to believers in at least two religions Know and Show an understanding the possible tension between building a beautiful ‘house of God’ and serving the needs of people in poverty</p>	<p>Religion, world views ,family and community. Know what contributions do religions make to local life in Nottingham City and Nottinghamshire Know and to explain the impact of beliefs about communities on people from different religions. Know and to connect at least two viewpoints about whether our communities can be more harmonious to teaching from religious sacred texts Know and explain what matters about peace, respect and harmony to themselves and in our community.</p>

Skills	<p>Understand that some stories are special</p> <p>Can understand that some places are special to people eg church and temple</p>	<p>Can suggest what a story secretly means.</p> <p>Can recall and retell stories Jesus told with songs, drama and picture stories.</p>	<p>Can retell the story of Genesis 1.</p> <p>Can suggest a meaning for the story.</p> <p>Can recognise that different people see different meanings in the story.</p> <p>Can ask questions for myself about God.</p> <p>Can find out more about Jewish beliefs and ways of talking about God.</p>	<p>Can describe at least one story about each of these key figures: Moses Jesus Muhammad</p> <p>Can connect the idea of inspirational leaders to the stories I learned.</p> <p>Can ask and answer questions about leadership and inspiration, using details from the stories I learned.</p> <p>Can express my own ideas about who is inspiring and why.</p> <p>Can consider ideas such as patriarch, prophet or Messiah from the different religions.</p> <p>Can consider what these words mean? are they similar?</p> <p>Can list similarities between the key leaders studied.</p>	<p>Can describe Hindu beliefs about the gods and goddesses.</p> <p>Can show I understand what happens at Hindu worship in the home or the Mandir.</p> <p>Can respond with thoughtful ideas of my own to the ways Hindus celebrate.</p> <p>Can express some deeper meanings of the festivals I have studied, giving reasons why particular rituals are important to Hindus.</p> <p>Can explain similarities and differences between two Hindu festivals.</p> <p>Can explain similarities and differences between a "big day" I celebrate and Hindu festivities.</p>	<p>Explain thoughtfully my own ideas about the relative value of worship and holy buildings and charity and compassion</p> <p>Clearly express reasons why some religious people believe that worship makes them more charitable</p> <p>Apply the ideas of worship and service to the key question in the unit</p> <p>Explain what matters in different religions about worship and about generosity or charity.</p>	<p>Consider varied answers to questions about building peaceful families and communities</p> <p>Can explain thoughtfully my own ideas about communities- why they matter, and how they can become stronger.</p> <p>Can apply the ideas of tolerance and respect to some tensions or problems in community relations.</p>
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