



Sheldwich Primary School – Religious Education Progression Map



AIMS	Pre-School	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Know about and Understand A1. Describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities	Name different festivals.	Recall and name different beliefs and practices, including festivals.	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;	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;	Describe and make connections between different features of the religious and non-religious worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life in order to reflect thoughtfully on their ideas;	Describe and make connections between different features of the religious and non-religious worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life in order to reflect thoughtfully on their ideas;	Describe and make connections between different features of the religious and non-religious worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life in order to reflect thoughtfully on their ideas;	Describe and make connections between different features of the religious and non-religious worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life in order to reflect thoughtfully on their ideas;

Know about and Understand A2. Identify, investigate and respond to questions posed by, and responses offered by some of the sources of wisdom found in religious and non-religious worldviews	Share some religious and moral stories,	Retell some religious and moral stories.	Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come;	Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come;	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;	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;	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;	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;
Know about and Understand A3. Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning	Recognise some symbols.	Recognise some different symbols.	Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities;	Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities;	Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning	Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning	Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning	Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning

Express and Communicate B1. Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities	Understand that they are part of the Little Hedgehog Pre-School Family /Community.	Understand that they are part of the Sheldwich school community.	Ask and respond to questions about what communities do, and why, so that they can identify what difference belonging to a community might make	Ask and respond to questions about what communities do, and why, so that they can identify what difference belonging to a community might make	Observe and understand varied examples of religious and non-religious worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities;	Observe and understand varied examples of religious and non-religious worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities;	Observe and understand varied examples of religious and non-religious worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities;	Observe and understand varied examples of religious and non-religious worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities;
Express and Communicate B2. Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value	Talk about themselves.	Express and talks about themselves as individuals and as part of the Sheldwich School Community.	Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves;	Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves;	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;	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;	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;	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;

Express and Communicate B3. Appreciate and appraise varied dimensions of religion	Notice some similarities and differences.	Notice similarities and differences between religions.	Notice and respond sensitively to some similarities between different religious and non-religious worldviews;	Notice and respond sensitively to some similarities between different religious and non-religious worldviews;	Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and worldviews;	Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and worldviews;	Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and worldviews;	Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and worldviews;
Gain and deploy skills C1. Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively	Use words, music, art or rhyme to express their ideas.	Use words, music, art, music or rhyme to express their ideas and respond to questions.	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;	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;	Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own thoughtfully in different forms including (e.g.) reasoning,	Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own thoughtfully in different forms including (e.g.) reasoning,	Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own thoughtfully in different forms including (e.g.) reasoning,	Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own thoughtfully in different forms including (e.g.) reasoning,

					music, art and poetry;	music, art and poetry;	music, art and poetry;	music, art and poetry;
Gain and deploy skills C2. Enquire into what enables different communities to live together respectfully for the wellbeing of all	Begin to understand and celebrate how people are alike and how people are different	Celebrate the differences between people who are alike and people who are different	Find out about and respond with ideas to examples of co-operation between people who are different	Find out about and respond with ideas to examples of co-operation between people who are different	Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect;	Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect;	Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect;	Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect;
Gain and deploy skills C3. Articulate beliefs, values and commitments clearly in order to explain reasons why they may be important in their own and other people's lives.	Begin to understand right and wrong.	Understand right and wrong.	Find out about questions of right and wrong and begin to express their ideas and opinions in response.	Find out about questions of right and wrong and begin to express their ideas and opinions in response.	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	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	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	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

Sheldwich Primary School

Religious Education Curriculum Overview 2023-24

	Autumn Term 1	Autumn Term 2	Spring Term 3	Spring Term 4	Summer Term 5	Summer Term 6
Reception Class	F1 Which stories are special and why?	F3 Which places are special and why?	F4 What times are special and why?	F2 Which people are special and why?	F5 being Special where do we belong.	F6 What is special about our world.
Year 1	1.7 What does it mean to belong to a faith community?	1.6 how and why do we celebrate special and sacred times? (different festival focus from year 2)	1.1 Who is a Christian and what do they believe?		1.5 What makes some places sacred?	
Year 2	1.4 How can we learn from sacred books?	1.6 How and why celebrate special and sacred times?	1.3 Who is Jewish and what do they believe.		1.8 How should we care for others in the world and why does it matter?	
Year 3	L2.2 Why is the Bible so important for Christians today?	2.4 Why do people pray?	L2.1 What do different people believe about God? Muslims / Christians	L2.5 Why are festivals important to religious communities. Easter focus	L.27 What does it mean to be a Christian in Britain today?	
Year 4	L2.6 Why do some people think life is like a journey and what significant experience mark this?	L2.5 Why are festivals important to religious communities. Eid Focus	L.2 Why is Jesus inspiring to some people?	L2.8 What does it mean to be a Hindu in Britain today?	U.27 What difference does it make to believe in ahimsa (harmlessness), grace, and/or Ummah (community)?	L2.9 What can we learn from religions about deciding what is right and wrong.
Year 5	U2.1 Why do some people think God exists?	U2.7 What matters most to Christians and Humanists	U2.2 What would you do? (Can we live by the values of Jesus in the twenty first century?)	U2.4 If God is everywhere why go to a place of worship?	u.2.6 What does it mean to be a Muslim in Britain today?	
Year 6	U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity?		U2.3 What do religions say to us when life gets hard.	U2.9 What can be done to reduce racism? Can religion help?	U2.10 Green religion? What do religious and non-religious world views teach about caring for the Earth?	U.2.8 What difference does it make to believe in ahimsa (harmlessness), grace, and/or Ummah (community)?

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