**Occold Primary School RE Progression Map**

Learning about and from religions and beliefs are revisited and explored, in more depth, as pupils move through the school.

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|  | **KS1**  | **LKS2** | **UKS2** |
| **Christianity:** | **Learning about religion and belief*** explore a range of religious stories and sacred writings, and talk about their meanings
* name and explore a range of celebrations, worship and rituals in religion, noting similarities and differences, where appropriate
* identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives
* explore how religious beliefs and ideas can be expressed through the creative and expressive arts and communicate their responses
* identify and suggest meanings for religious symbols and begin to use a range of religious words and phrases.

**Learning from religion and belief*** reflect on and consider religious and spiritual feelings, experiences and concepts, such as worship, wonder, praise, thanks, concern, joy and sadness
* ask and respond imaginatively to puzzling questions, communicating their ideas
* identify what matters to them and others, including those with religious commitments, and communicate their responses
* reflect on how spiritual and moral values relate to their own behaviour particularly those concerned with right and wrong, justice and injustice
* recognise that religious teachings and ideas make a difference to individuals, families and the local community.

[**Cycle A:** Creation Story, Christmas, Advent, Easter, Churches, Pilgrimage (special journeys)**Cycle B:** Belonging, Baptism, Churches, Christmas, Bible (morals in stories), Who is Jesus/God] | **Learning about religion and belief*** describe the key aspects of religions, especially the people, stories and traditions that influence their beliefs and values
* describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings
* identify and begin to describe the similarities and differences within and between religions
* investigate the significance of religion in the local, national and global communities
* use specialist vocabulary in communicating their knowledge and understanding
* use and interpret information about religions from a range of sources.

**Learning from religion and belief*** reflect on what it means to belong to a faith community, communicating their own and others’ responses
* respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways

[**Cycle A**: Creation, Adam and Eve, Advent, Christmas, Babushka, Worship, Churches, Prayer, Pilgrimage, Christian Aid Charity, Comparing Christianity with Judaism**Cycle B:** Comparing Christianity with Hinduism, Easter, Bible] | **Learning about religion and belief*** describe the key aspects of religions, especially the people, stories and traditions that influence their beliefs and values
* identify and begin to describe the similarities and differences within and between religions
* describe, and begin to understand, religious and other responses to ultimate and ethical questions
* consider the meaning of a range of forms of religious expression, understand why they are important in religion, and note links between them
* investigate the significance of religion in the local, national and global communities

**Learning from religion and belief*** reflect on what it means to belong to a faith community, communicating their own and others’ responses
* respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways
* discuss their own and others’ views of religious truth and belief, expressing their own ideas
* reflect on ideas of right and wrong and their own and others’ responses to them
* reflect on sources of inspiration in their own and others’ lives.

[**Cycle A**: Creation, Adam and Eve, Advent, Christmas (commercialisation), Bible, 10 Commandments, Holy Week, Pilgrimage]**Cycle B:** Belonging, Baptism, Worship, Beliefs in action around the world] |
| **Judaism** | **Learning about religion and belief*** explore a range of religious stories and sacred writings, and talk about their meanings
* name and explore a range of celebrations, worship and rituals in religion, noting similarities and differences, where appropriate
* explore how religious beliefs and ideas can be expressed through the creative and expressive arts and communicate their responses

**Learning from religion and belief*** identify what matters to them and others, including those with religious commitments, and communicate their responses
* reflect on how spiritual and moral values relate to their own behaviour particularly those concerned with right and wrong, justice and injustice
* recognise that religious teachings and ideas make a difference to individuals, families and the local community.

[**Cycle B**: Celebrations, Hanukkah] | **Learning about religion and belief*** describe the key aspects of religions, especially the people, stories and traditions that influence their beliefs and values
* describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings
* consider the meaning of a range of forms of religious expression, understand why they are important in religion, and note links between them
* identify and begin to describe the similarities and differences within and between religions
* use specialist vocabulary in communicating their knowledge and understanding
* use and interpret information about religions from a range of sources.

**Learning from religion and belief*** reflect on what it means to belong to a faith community, communicating their own and others’ responses
* discuss their own and others’ views of religious truth and belief, expressing their own ideas
* reflect on ideas of right and wrong and their own and others’ responses to them
* reflect on sources of inspiration in their own and others’ lives.

[**Cycle A**: Abraham, Moses, 10 Commandments, Synagogues, Torah, Passover, Comparing Judaism with Christianity] | **Not covered in UKS2** |
| **Islam** | * **Learning about religion and belief** name and explore a range of celebrations, worship and rituals in religion, noting similarities and differences, where appropriate
* identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives
* explore how religious beliefs and ideas can be expressed through the creative and expressive arts and communicate their responses

**Learning from religion and belief*** reflect on and consider religious and spiritual feelings, experiences and concepts, such as worship, wonder, praise, thanks, concern, joy and sadness
* identify what matters to them and others, including those with religious commitments, and communicate their responses
* reflect on how spiritual and moral values relate to their own behaviour particularly those concerned with right and wrong, justice and injustice
* recognise that religious teachings and ideas make a difference to individuals, families and the local community.

[**Cycle A:** Five Pillars, Prayer, Ramadan, Eid] | **Learning about religion and belief*** investigate the significance of religion in the local, national and global communities
* describe, and begin to understand, religious and other responses to ultimate and ethical questions

**Learning from religion and belief*** discuss their own and others’ views of religious truth and belief, expressing their own ideas
* reflect on ideas of right and wrong and their own and others’ responses to them

[**Cycle A:** Islamic Relief Charity] | **Learning about religion and belief*** describe the key aspects of religions, especially the people, stories and traditions that influence their beliefs and values
* identify and begin to describe the similarities and differences within and between religions
* describe, and begin to understand, religious and other responses to ultimate and ethical questions
* consider the meaning of a range of forms of religious expression, understand why they are important in religion, and note links between them
* investigate the significance of religion in the local, national and global communities

**Learning from religion and belief*** reflect on what it means to belong to a faith community, communicating their own and others’ responses
* respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways
* discuss their own and others’ views of religious truth and belief, expressing their own ideas
* reflect on ideas of right and wrong and their own and others’ responses to them
* reflect on sources of inspiration in their own and others’ lives.

[**Cycle A:** Pilgrimage (Hajj), Qu’ran, 5 Pillars of Faith, Prayer Mats, Muhammad, Ramadan, Eid) |
| **Buddhism** | **Learning about religion and belief** * name and explore a range of celebrations, worship and rituals in religion, noting similarities and differences, where appropriate
* identify and suggest meanings for religious symbols and begin to use a range of religious words and phrases.
* identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives
* explore how religious beliefs and ideas can be expressed through the creative and expressive arts and communicate their responses

**Learning from religion and belief*** reflect on and consider religious and spiritual feelings, experiences and concepts, such as worship, wonder, praise, thanks, concern, joy and sadness
* reflect on how spiritual and moral values relate to their own behaviour particularly those concerned with right and wrong, justice and injustice
* recognise that religious teachings and ideas make a difference to individuals, families and the local community.

[**Cycle B:** Buddha, Meditation, Temples, Wesak] | **Learning about religion and belief*** describe the key aspects of religions, especially the people, stories and traditions that influence their beliefs and values
* describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings
* consider the meaning of a range of forms of religious expression, understand why they are important in religion, and note links between them
* use specialist vocabulary in communicating their knowledge and understanding
* use and interpret information about religions from a range of sources.

**Learning from religion and belief*** reflect on what it means to belong to a faith community, communicating their own and others’ responses
* respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways
* discuss their own and others’ views of religious truth and belief, expressing their own ideas
* reflect on ideas of right and wrong and their own and others’ responses to them
* reflect on sources of inspiration in their own and others’ lives.

[**Cycle A**: Four Noble Truths, Five Morals, Buddha, Karma, Reincarnation, Eightfold Path] | **Not covered in UKS2** |
| **Sikhism** | **Not Covered in KS1** | **Learning about religion and belief*** describe the key aspects of religions, especially the people, stories and traditions that influence their beliefs and values
* describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings
* consider the meaning of a range of forms of religious expression, understand why they are important in religion, and note links between them
* use specialist vocabulary in communicating their knowledge and understanding
* use and interpret information about religions from a range of sources.

**Learning from religion and belief*** reflect on what it means to belong to a faith community, communicating their own and others’ responses
* respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways

[**Cycle A**: Guru Nanak, Five K’s, Guru Granth Sahib, 10 Gurus, Pilgrimage] | **Learning about religion and belief*** investigate the significance of religion in the local, national and global communities
* describe, and begin to understand, religious and other responses to ultimate and ethical questions

**Learning from religion and belief*** discuss their own and others’ views of religious truth and belief, expressing their own ideas
* reflect on ideas of right and wrong and their own and others’ responses to them

[**Cycle B:** Beliefs in action around the world] |
| **Hinduism** | **Learning about religion and belief*** explore a range of religious stories and sacred writings, and talk about their meanings
* name and explore a range of celebrations, worship and rituals in religion, noting similarities and differences, where appropriate
* explore how religious beliefs and ideas can be expressed through the creative and expressive arts and communicate their responses

**Learning from religion and belief*** identify what matters to them and others, including those with religious commitments, and communicate their responses
* reflect on how spiritual and moral values relate to their own behaviour particularly those concerned with right and wrong, justice and injustice
* recognise that religious teachings and ideas make a difference to individuals, families and the local community.

[**Cycle B:** Celebrations, Rama and Sita, Diwali] | **Learning about religion and belief*** identify and begin to describe the similarities and differences within and between religions
* use specialist vocabulary in communicating their knowledge and understanding
* use and interpret information about religions from a range of sources.

**Learning from religion and belief*** reflect on what it means to belong to a faith community, communicating their own and others’ responses
* respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways

[**Cycle B**: Comparing Hinduism with Christianity] | **Learning about religion and belief*** describe the key aspects of religions, especially the people, stories and traditions that influence their beliefs and values
* identify and begin to describe the similarities and differences within and between religions
* describe, and begin to understand, religious and other responses to ultimate and ethical questions
* consider the meaning of a range of forms of religious expression, understand why they are important in religion, and note links between them
* investigate the significance of religion in the local, national and global communities

**Learning from religion and belief*** reflect on what it means to belong to a faith community, communicating their own and others’ responses
* respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways
* discuss their own and others’ views of religious truth and belief, expressing their own ideas
* reflect on ideas of right and wrong and their own and others’ responses to them
* reflect on sources of inspiration in their own and others’ lives.

[**Cycle B:** 3 Deities, Karma, Moksha, Puja, Mandir, Holi Festival] |