

RE Progression map



Taken from West Sussex Agreed syllabus for RE assessment guidelines 2020-2025

Aim A - Knowledge and Understanding

Aim B - Application and Interpretation

Aim C - Analysis and Evaluation

Year Group	Knowledge Children will know...	Skills Children will be able to...
3	<ul style="list-style-type: none"> ● What a faith community is ● How Christians, Jews and Muslims show they belong to their faith communities <ul style="list-style-type: none"> ○ Clothing ○ Their way of life ○ Going to a holy building ○ Reading holy scriptures ○ Prayer ● That a Muslim follows Islam, a Christian follows Christianity and a Jew follows Judaism ● How advent and Christmas are celebrated around the world ● The significance of Easter to Christians ● How Easter is celebrated by Christians ● How marriage is celebrated by Christians, Jews, Muslims and non-religious people ● Who Jesus is ● What Christians believe about Jesus' death ● Key religious symbols for Christians, Jews and Muslims (cross, communion, star and crescent, star of David, hamsa) 	<ul style="list-style-type: none"> ● A1 - Begin to describe and make connections between different religions and worldviews studied ● A3 - Explore the meaning of a range of beliefs, symbols and practices ● B1 - Discuss their own and other's views on questions about belonging ● C1 - Describe the practices of the religion and worldviews studied.
4	<ul style="list-style-type: none"> ● How Jews celebrate Pesach, Shavuot and Sukkot ● How Muslims celebrate Eid ● How Christians celebrate Christmas ● About pilgrimages in Judaism, Islam and Christianity <ul style="list-style-type: none"> ○ Catholic pilgrimage to Lourdes ○ Jewish pilgrimage to Jerusalem ○ Islamic pilgrimage to Mecca ● Christian, Muslim, Jewish, other world views and non-religious views on the beginning of the world ● How churches are different in Christianity <ul style="list-style-type: none"> ○ Different denominations in England ○ Churches around the world ● How religious buildings are important to Christians, Jews and Muslims 	<ul style="list-style-type: none"> ● A1 - Share their own thoughts and make personal response ● A2 - Recognise links between the communities they are investigating ● A2 - Consider a response to the beliefs and teachings explored in different communities ● A3 - Explore the significance of symbols and practices ● B1 - Discuss and present their own and other's views on questions about belonging, meaning, purpose and truth ● B2 - Discuss ideas about community, values and respect. ● B3 - Explore ethical questions, including ideas about what is right and wrong and what is just and fair ● B3 - Express their own views in response to ethical questions . ● C1 - Describe the practices of the religion and worldviews studied. ● C2 - Discuss why belonging to a community may be valuable, both in

		<p>the diverse communities being studied and in their own lives.</p> <ul style="list-style-type: none"> ● C3 - Explore the value of diversity within religion
5	<ul style="list-style-type: none"> ● The key rules in Christianity. Islam and Judaism <ul style="list-style-type: none"> ○ 10 Commandments ○ 5 pillars of islam ○ Shabbat rules ● How Humanists make decisions on how to behave ● The difference between sacred and secular ● Which aspects of Christmas are sacred and secular ● What a religious leader is ● How religious leaders are important to Christians, Jews and Muslims ● Why Jesus' death is significant to Christians ● What is significant to Christians about the Last Supper ● What worship is ● The different ways religious people express worship <ul style="list-style-type: none"> ○ Music ○ Prayer ○ Art ○ Artifacts 	<ul style="list-style-type: none"> ● A1 - Make connections/see differences between examples of celebrations, worship and rituals which mark important parts in life ● A2 - Describe and understand links between stories and other aspects of the communities they are investigating ● A3 - Explore and describe the meaning of a range of beliefs, symbols and practices ● B2 - Respond thoughtfully to ideas about community, values and respect. ● C1 - Observe and understand varied examples of religion and worldviews. ● C3 - Understand and evaluate the value of diversity within religion
6	<ul style="list-style-type: none"> ● The key beliefs of Muslims <ul style="list-style-type: none"> ○ Shahada ○ Five pillars of islam ○ Prayer ○ Fasting ○ The qaran ● How Muslims practice their faith ● Who King Solomon was in the Bible ● Some Christians teachings on wisdom from the Bible ● Why Jesus is inspiring to Christians <ul style="list-style-type: none"> ○ His miracles ○ His teachings ● How believing in Jesus impacts the way that Christians live ● What Christians believe God is like <ul style="list-style-type: none"> ○ The creator ○ The king ○ The shepherd ○ The rock ○ The gift giver ● The view of faith communities on how we should treat the planet ● How faith motivates people to make the world a better place - exploring religious peoples stories <ul style="list-style-type: none"> ○ Martin luther king ○ Malala Yousafzi 	<ul style="list-style-type: none"> ● A1 - Reflect on their own ideas and make a personal response reflecting on their learning across the key stage ● A2 - Consider a response to the beliefs and teachings explored in different communities ● A2 - Respond thoughtfully to the beliefs and teachings that arise from a range of sources of wisdom within different communities. ● B2 - Consider ways in which diverse communities can live together for the well-being of all and how these might be applied ● B3 - Discuss and apply their own, and other's ideas about ethical questions, including ideas about what is right and wrong and what is just and fair ● C1 - Explain, with reasons, the practices of the religion and worldviews studied to individuals and communities. ● C2 - Understand the challenges of commitment to a community or faith or belief ● C2 - Suggest why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives. ● C3 - Identify and evaluate some religious and cultural differences between religions with the aim of promoting mutual respect and interfaith dialogue.

- William Wilberforce
- Bear Grylls

Key vocabulary

Y3	Y4	Y5	Y6
Muslim Islam Jew Judaism Christian Christianity God Jesus Allah Muhammad Bible Torah Qaran Church Mosque Synagogue Hijab Taqiyah Prayer Prayer shawl Mezuzah Advent Christmas Easter Palm Sunday Crucifixion Last supper Cross Communion Star and crescent Star of David Hamsa	Muslim Islam Jew Judaism Christian Christianity God Jesus Allah Muhammad Bible Torah Qaran Church Mosque Synagogue Festivals Pesach, Shavuot Sukkot Eid Christmas Pilgrimage Lourdes Mary Saint Jerusalem Mecca Kaaba Temple Prayer Church Denomination Synagogue Mosque	Muslim Islam Jew Judaism Christian Christianity God Jesus Allah Muhammad Bible Torah Qaran Church Mosque Synagogue Rules 10 commandments Shabbat 5 Pillars of islam Humanists Sacred Secular Religious leader Priest Vicar Bishop Imam Rabbi Crucifixion Resurrection Worship	Shahada Five pillars of islam Prayer Fasting The qaran King Solomon Bible Wisdom Jesus Creator King Shepherd Rock Gift giver Faith communities Muslim Islam Jew Judaism Christian Christianity God Jesus Allah Muhammad Bible Torah Qaran Church Mosque Synagogue Martin luther king Malala Yousafzi William Wilberforce Bear Grylls