



Religious Education

Overview and Progression

Maps

Religious Education Curriculum



Religious Education Curriculum Intent

At Saxon Primary School, the R.E. curriculum provides children with the opportunity to reflect, make judgements and query a wide range of different religious and non-religious beliefs. Within these lessons, children will have the right to have their own opinions and their responses valued. Sacred texts and places of worship will be a key focus to support their curiosity of what a religion involves. Children have the time to learn about each religion and we relish in focusing on religions that are in our school community. From this, children will have the skills to effectively question each religion so they know the key parts. Through assemblies the children have a chance to develop their understanding of social, moral, spiritual and cultural issues. Through this learning children will be exposed to different beliefs and values from their own and have the chance to consider different perspectives. This helps them to be successful citizens within the community as it supports their understanding of the world around them.

The Core Concepts for Religious Education

Core Concepts in R.S.		
Thinking theologically about God	Thinking sociologically about community	Thinking philosophically about identity



Religious Education Overview

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Au tu mn	Who am I and where do I belong?	CHRISTIANITY: Why do Christians call God 'creator'?	CHRISTIANITY: What is God like for Christians?	CHRISTIANITY: How can artists help us to understand what Christians believe and do?	CHRISTIANITY: What did God promise to his people?	CHRISTIANITY: Why is the idea of 'rescue' so important to Christians?	CHRISTIANITY: How is God Three – and yet One?
Au tu mn	Why do we have celebrations?	CHRISTIANITY: What is the 'Nativity' and why is it important to Christians?	CHRISTIANITY: Why is giving important to Christians?	CHRISTIANITY: How did Jesus change lives – and how is it 'good news'?	CHRISTIANITY: What did Jesus say about God's kingdom & why is it 'good news'?	CHRISTIANITY: How did the Church begin, and where is it now?	CHRISTIANITY: What do Christians believe about the Messiah – and why is it good news?
Spr ing	What makes a place special?	CHRISTIANITY: What do Christians learn from stories of Jesus?	CHRISTIANITY: Why do Christians call Jesus 'Saviour'?	CHRISTIANITY: What's the Bible's 'big story' – and why is it like treasure for Christians?	CHRISTIANITY: For Christians, is communion a celebration, or an act of remembrance?	CHRISTIANITY: What do Christians believe about creation?	CHRISTIANITY: For Christians, what difference does it make to belong to God's Kingdom?
Spr ing	What can we learn from stories?	JUDAISM: What is the Torah & why is it so important to Jewish families?	ISLAM: What is important for Muslim families?	JUDAISM: What are important times for Jewish people?	SIKHI: What do Sikhs value?	JUDAISM: What does it mean to be part of a synagogue community?	ISLAM: What helps Muslims to live a good life?
S u m m e r	What makes something 'special'?	JUDAISM: Why do Jewish families celebrate the gift of Shabbat?	ISLAM: Who is Allah and how do Muslims worship him?	ISLAM: How does 'ibadah' (worship) show what's im-	Y4: HUMANISM: How do nonreligious people celebrate new life?	HINDU (SANATAN) DHARMA: What helps Hindus to worship?	HINDU (SANATAN) DHARMA: Why should Sanatanis (Hindus) live a good life?
S u m m e r	What makes our world wonderful?	Why should we look after the world?	Is prayer important to everyone?	What is the 'Golden Rule' and why do so many people live by it?	How do people try to make the world a fairer place?	What does it mean to live a 'good life'?	Y6: Who am I and where do I belong?
						BUDDHISM: What is the 'Buddhist way of life'?	

RELIGIOUS EDUCATION LEARNING MAP



YEAR 1

- explore core concepts & beliefs for Christian, Jewish & Muslim people, and appreciate that some people call themselves 'non-religious'
- develop subject specific vocabulary
- encounter how different people view the world in different ways
- encounter and respond to ways in which people express their beliefs (e.g. stories, artefacts and other media, such as art and music – and what they might 'mean')

YEAR 2

- explore core concepts & beliefs for Christian, Jewish & Muslim people, and appreciate that some people call themselves 'non-religious'
- develop subject specific vocabulary
- encounter how different people view the world in different ways
- encounter and respond to ways in which people express their beliefs (e.g. stories, artefacts and other media, such as art and music – and what they might 'mean')



Theological— God Progression Map

YEAR 3

- build on their understanding of some core concepts & beliefs about God for Christian, Jewish and Muslim people, and explore those of Sikhism & non-religious people
- explore a variety of sacred texts and other sources and consider their meanings and impact
- extend their range and use of subject specific vocabulary

YEAR 6

- explore core concepts & beliefs for Christian, Jewish & Muslim people, and appreciate that some people call themselves 'non-religious'
- develop subject specific vocabulary
- encounter how different people view the world in different ways
- encounter and respond to ways in which people express their beliefs (e.g. stories, artefacts and other media, such as art and music – and what they might 'mean')

YEAR 5

- deepen their understanding of some core concepts & beliefs about God for some Christian, Jewish, Muslim & non-religious people and explore those of some Hindu (Sanatan Dharma) & Buddhist people
- explore a wider range of sacred texts and other sources and consider their meanings and impact for different people
- consider how different people might interpret some core texts in different ways

YEAR 4

- build on their understanding of some core concepts & beliefs about God for Christian, Jewish and Muslim people, and explore those of Sikhism & non-religious people
- explore a variety of sacred texts and other sources and consider their meanings and impact
- extend their range and use of subject specific vocabulary

RELIGIOUS EDUCATION LEARNING MAP



YEAR 1

- begin to understand the importance and value of religion and belief for different people, especially other children, their families and the communities they belong to
- ask relevant questions and develop a sense of wonder & curiosity about the world around them, using their imagination

YEAR 2

- begin to understand the importance and value of religion and belief for different people, especially other children, their families and the communities they belong to
- ask relevant questions and develop a sense of wonder & curiosity about the world around them, using their imagination



Sociological – Community Progression Map

YEAR 3

- make connections between aspects of worldviews, religion and belief and consider how people express these in everyday life
- recognise diversity in religions & beliefs, and consider the impact of this on people's lived experience

YEAR 6

- describe connections between aspects of religion and belief and consider how people express these in everyday life
- explore diversity within and between religions & beliefs, and evaluate the impact on people's lived experience
- consider the importance of communities in shaping people's worldviews

YEAR 5

- describe connections between aspects of religion and belief and consider how people express these in everyday life
- explore diversity within and between religions & beliefs, and evaluate the impact on people's lived experience
- consider the importance of communities in shaping people's worldviews

YEAR 4

- make connections between aspects of worldviews, religion and belief and consider how people express these in everyday life
- recognise diversity in religions & beliefs, and consider the impact of this on people's lived experience

RELIGIOUS EDUCATION LEARNING MAP



YEAR 1

- ask questions and express their own views about what it means to be human: what's important to themselves and to others, valuing themselves, reflecting on their own feelings and experiences and developing a sense of belonging

YEAR 2

- ask questions and express their own views about what it means to be human: what's important to themselves and to others, valuing themselves, reflecting on their own feelings and experiences and developing a sense of belonging



Philosophical – Identity Progression Map

YEAR 3

- understand the importance of asking questions and encountering different viewpoints
- reflect on their own 'personal knowledge' and that of others in the light of their learning
- develop an understanding of what might influence and shape a person's worldview, attitude, or behaviour, including their own

YEAR 6

- identify relevant information in answer to 'big' questions about being human, or living life, selecting examples and giving reasons for their choices
- recognise the challenges involved in living life according to a set of principles and reflect on what influences these
- explore how the search for meaning and 'truth' might be a part of human existence

YEAR 5

- identify relevant information in answer to 'big' questions about being human, or living life, selecting examples and giving reasons for their choices
- recognise the challenges involved in living life according to a set of principles and reflect on what influences these
- explore how the search for meaning and 'truth' might be a part of human existence

YEAR 4

- understand the importance of asking questions and encountering different viewpoints
- reflect on their own 'personal knowledge' and that of others in the light of their learning
- develop an understanding of what might influence and shape a person's worldview, attitude, or behaviour, including their own

RELIGIOUS EDUCATION LEARNING MAP



KS1 Golden Threads

In the Early Years Foundation Stage, children will have had opportunities to find out and learn about the world they live in. These experiences are likely to have included:

- learning about themselves within the context of their school
- learning about the worldviews, beliefs and cultures of others, including Christianity
- encountering the celebration of different festivals
- where possible, meeting different people from faith and belief communities
- hearing stories that are special to different religious and non-religious people, that help children to relate to the things that different people believe

Please refer to the EYFS section of this document for further information.

During Key Stage 1, pupils develop their knowledge and understanding of the worldviews, beliefs and 'lived experience' of some Christian, Jewish and Muslim people, and (especially as part of the thematic units) some non-religious people. Pupils will also be encouraged to develop important subject-specific and cross-curricular skills.

Through their learning experiences in KS1, pupils will develop their understanding of the Golden Threads of 'God' 'Community' & 'Identity' and be encouraged to:

- explore core concepts & beliefs for Christian, Jewish & Muslim people, and appreciate that some people call themselves 'non-religious'
- develop subject specific vocabulary
- encounter how different people view the world in different ways
- encounter and respond to ways in which people express their beliefs (e.g. stories, artefacts and other media, such as art and music – and what they might 'mean')
- begin to understand the importance and value of religion and belief for different people, especially other children, their families and the communities they belong to
- ask relevant questions and develop a sense of wonder & curiosity about the world around them, using their imagination
- ask questions and express their own views about what it means to be human: what's important to themselves and to others, valuing themselves, reflecting on their own feelings and experiences and developing a sense of belonging



- talk simply about core beliefs and concepts and what they mean
- use appropriate subject-specific vocabulary when they talk
- identify similarities in features of religion and belief
- retell religious, spiritual and moral stories
- identify how stories / symbols / objects might show what people believe
- identify how belief is expressed in different ways for different people



Therefore, in their RE learning, you might see evidence of the **Golden Threads** when pupils.....



- talk about different communities of people
- give examples of how people put their beliefs into practice, in the home, in places of worship or in living their lives
- give a reason why something may be of value to themselves and/or others, recognising different viewpoints



- respond sensitively and imaginatively to questions about being human and their own place in the world
- ask thoughtful questions about their own and others' ideas, feelings and experiences
- recognise that some questions about life are difficult to answer
- respond to questions about e.g. 'right'/'wrong', 'good'/'bad', 'real'/'true'
- give a simple reason for a view that they have

RELIGIOUS EDUCATION LEARNING MAP



YEAR 1 Progression Map

Core Concepts

God
Creation
Incarnation
Worship
Salvation

Thinking theologically about God

- talk simply about core beliefs and concepts and what they mean
- use appropriate subject-specific vocabulary when they talk
- identify similarities in features of religion and belief
- retell religious, spiritual and moral stories
- identify how stories / symbols / objects might show what people believe
- identify how belief is expressed in different ways for different people

Thinking sociologically about community

- talk about different communities of people
- give examples of how people put their beliefs into practice, in the home, in places of worship or in living their lives
- give a reason why something may be of value to themselves and/or others, recognising different viewpoints

Thinking philosophically about identity

- respond sensitively and imaginatively to questions about being human and their own place in the world
- ask thoughtful questions about their own and others' ideas, feelings and experiences
- recognise that some questions about life are difficult to answer
- respond to questions about e.g. 'right'/'wrong', 'good'/'bad', 'real'/'true'
- give a simple reason for a view that they have

Religious/Non-religious and Thematic Units

CHRISTIANITY: Why do Christians call God 'creator'?

- 'Create' / 'creation' / 'creator'
- Biblical creation story
- God as 'creator' of the world & in other parts of the Bible
- Celebration of Harvest

CHRISTIANITY: What is the 'Nativity' and why is it important to Christians?

- 'Nativity' as the birth of Jesus
- Other important people in the Nativity
- Why did angels announce Jesus' birth?
- Diversity of Nativity sets across the world
- Christmas as focus of worship of Jesus

CHRISTIANITY: What do Christians learn from stories of Jesus?

- Stories about Jesus, baby → man
- Jesus human 'like us' and divine, 'like God'
- Jesus' stories ('parables') & miracles
- Christians as 'followers' of Jesus
- End with Easter story and symbols

JUDAISM: What is the Torah & why is it so important to Jewish families?

- What makes a book special?
- Torah is special as it contains G_d's words & rules for living (mitzvot)
- How Jewish people show the Torah is special in how it's treated & where it lives

JUDAISM: Why do Jewish families celebrate the gift of Shabbat?

- Shabbat as a special gift of rest
- Links with creation story
- Friday night meal & symbols; Saturday night ceremony as start of new week

Why should we look after the world?

Link to ideas from prior learning about creation

- Caring about the world from non-religious perspective – we all share our world
- Tu B'Shvat (Jewish tree-planting festival)

RELIGIOUS EDUCATION LEARNING MAP



YEAR 2

Progression Map



Thinking theologically about God

- talk simply about core beliefs and concepts and what they mean
- use appropriate subject-specific vocabulary when they talk
- identify similarities in features of religion and belief
- retell religious, spiritual and moral stories
- identify how stories / symbols / objects might show what people believe
- identify how belief is expressed in

Thinking sociologically about community

- talk about different communities of people
- give examples of how people put their beliefs into practice, in the home, in places of worship or in living their lives
- give a reason why something may be of value to themselves and/or others, recognising different viewpoints

Thinking philosophically about identity

- respond sensitively and imaginatively to questions about being human and their own place in the world
- ask thoughtful questions about their own and others' ideas, feelings and experiences
- recognise that some questions about life are difficult to answer
- respond to questions about e.g. 'right'/'wrong', 'good'/'bad', 'real'/'true'
- give a simple reason for a view that they have



Religious/Non-religious and Thematic Units

CHRISTIANITY: What is God like for Christians?

- Build on idea of God as creator
- Images of God from the Bible: shepherd, parent, King; Jesus 'like God'
- Ideas in art / story / song

CHRISTIANITY: Why is giving important to Christians?

- Why / when do we give to others?
- Christians as 'Church' give in different ways
e.g. 'service', food bank
- Commandments to 'love God & love others'
- Giving at Christmas because God gave

CHRISTIANITY: Why do Christians call Jesus 'Saviour'?

- 'Saving' others; Jesus as 'Saviour'
- Jesus changing lives e.g. Zacchaeus
- Salvation in Easter story, symbols in Easter garden

ISLAM: What is important for Muslim families?

- Muhammad (pbuh) is the most important Prophet (messenger) for Muslims
- Muslims learn from his life & example
- Qur'an contains the holy words of Allah

ISLAM: Who is Allah and how do Muslims worship him?

- Muslims believe in One God, Allah
- 99 beautiful names express what Allah is like, including 'Al-Khaliq' (creator)
- Prayer is part of worship of Allah (ibadah)

Y2: Is it better to give or to receive?

- Giving & receiving through festivals e.g. Harvest
festivals / Christmas / Easter / Eid
- Gifts of Creation / Shabbat / Torah / Qur'an / Jesus
- How do Sikhs give and why?
- Giving from a non-religious perspective

RELIGIOUS EDUCATION LEARNING MAP



KS1 Vocabulary

Community – a group of people who have a shared interest

Christians – followers of Jesus, who read the Bible

Muslims – followers of the Prophet Muhammad (pbuh), who read the Qur'an

Jewish – people of the Torah, who try to live following the commandments in the Torah

Non-religious – people who don't believe in a God or following a religion

Sikh / Sikhi – followers of the 10 Gurus, who read the Guru Granth Sahib, the 11th Guru.

worship – the act of giving your time and attention to someone or something; for religious people, this is often to God in prayer, money, time, acts of service etc.

service – something that is done to help another person

charity – an organisation that helps and gives to people in different ways

volunteer (noun & verb!) – (n.) someone who volunteers, offering to help without payment or reward; (v.) the act of being a volunteer

langar – a community meal prepared by Sikhi people to share with anyone who needs food

gurdwara – the place of worship for Sikhi people

seva / sewa – the act of selfless service, in Sikhism & Hinduism

Vand chako – the duty of giving for Sikhi people

Dana – generosity (Buddhism & Hinduism)

Metta – loving-kindness (Buddhism)

Widow – a woman whose husband has died

RELIGIOUS EDUCATION LEARNING MAP



LKS2 Golden Threads

In KS1, pupils will have explored religion and worldviews through encountering the practices, artefacts, stories and beliefs of some Christian, Jewish and Muslim people, as well as developing an understanding that other people might call themselves 'non-religious'. It is hoped that through the KS1 units of work, pupils will have gained these insights through a rich range of resources such as art & music, and by meeting people from different faith & belief communities through carefully planned visits, or by having visitors in to school. The LKS2 units of work build on these experiences. Please refer to the KS1 section of the syllabus for further information and curriculum overviews.

During lower key stage 2, pupils should extend their knowledge and understanding of the beliefs and lived experience of some Christian, Jewish and Muslim people and be introduced to the importance of equality to Sikhi people, and the Golden Rule to Humanists, recognising the impact of religion and belief on people's worldviews, locally (including within their own school), nationally and globally. They will also make connections across their learning in thematic units and deepen their understanding of concepts within and across religions / beliefs. The units of work should also enable pupils to become more self-reflective in the way that they understand their own personal worldview and the things that may have influenced it and give them opportunities to express their understanding in different ways. They will also continue to develop important subject-specific and cross-curricular skills.

Through their learning experiences in LKS2, pupils will develop their understanding of the Golden Threads of 'God' 'Community' & 'Identity' and be encouraged to:

- build on their understanding of some core concepts & beliefs about God for Christian, Jewish and Muslim people, and explore those of Sikhi & non-religious people
- explore a variety of sacred texts and other sources and consider their meanings and impact
- extend their range and use of subject specific vocabulary
- make connections between aspects of worldviews, religion and belief and consider how people express these in everyday life
- recognise diversity in religions & beliefs, and consider the impact of this on people's lived experience
- understand the importance of asking questions and encountering different viewpoints
- reflect on their own 'personal knowledge' and that of others in the light of their learning
- develop an understanding of what might influence and shape a person's worldview, attitude, or behaviour, including their own



- identify simple similarities and differences between concepts / religions / beliefs, giving examples from their learning
- describe and suggest meanings for symbols and other forms of expression for people of faith or belief
- make links between concepts / beliefs, texts / stories and practices (believing, belonging and behaving)



- investigate and connect aspects of religions and beliefs, identifying some similarities and differences in people's lived experience
- identify the impact of beliefs and practices on people's lives – individually, or as a community e.g. in how people worship and/or how they live



- compare their own ideas, influences and/or feelings with those of others
- make links between what they and other people think about God / being human / what is important in life / how to behave
- give reasons for beliefs, attitudes and actions, especially in relation to their own developing worldview ('personal knowledge')
- ask significant questions about life, comparing their ideas with others' and suggesting answers from their learning

Therefore, in their RE learning, you might see evidence of the **Golden Threads** when pupils.....

RELIGIOUS EDUCATION LEARNING MAP



YEAR 3

Progression Map



Thinking theologically about God

- identify simple similarities and differences between concepts / religions / beliefs, giving examples from their learning
- describe and suggest meanings for symbols and other forms of expression for people of faith or belief
- make links between concepts / beliefs, texts / stories and practices (believing, belonging and behaving)

Thinking sociologically about community

- investigate and connect aspects of religions and beliefs, identifying some similarities and differences in people's lived experience
- identify the impact of beliefs and practices on people's lives – individually, or as a community e.g. in how people worship and/or how they live



Thinking philosophically about identity

- compare their own ideas, influences and/or feelings with those of others
- make links between what they and other people think about God /being human / what is important in life / how to behave
- give reasons for beliefs, attitudes and actions, especially in relation to their own developing worldview ('personal knowledge')
- ask significant questions about life, comparing their ideas with others' and suggesting answers from their learning



Religious/Non-religious and Thematic Units

CHRISTIANITY: How can artists help us to understand what Christians believe and do?

How Christians show ideas about God through art

- Crosses from around the world
- Art (incl. Christmas) from different cultures: Jesus 'like us' (incarnation)

CHRISTIANITY: How did Jesus change lives – and how is it 'good news'?

Miracles & stories about Jesus through the eyes of Peter

- 'Gospel' as 'good news'
- Forgiveness & restoration

CHRISTIANITY: What's the Bible's 'big story' and why is it like treasure for Christians?

- The Bible tells the big story of God and his people – place stories & concepts
- At the centre of it is Jesus
- Why might the Bible be like 'treasure'?
- Using creativity to express ideas / beliefs

JUDAISM: What are important times for Jewish people?

Importance of 'remembering' in Judaism

- Key festivals: Passover, Yom Kippur & Sukkot, links to stories & practices
- Bar/Bat Mitzvah as commitment to keep mitzvot

ISLAM: How does 'ibadah' (worship) show what's important to Muslims?

Prayer (salah) shows submission to Allah

- Ummah as an equal community of believers
- Qur'an as final revelation & guide for living

What is the 'Golden Rule' and why do so many people live by it?

We share a common need to be treated well in order to live together peacefully.

- The 'golden rule' is shared across religions & beliefs & how this impacts on ways of living

RELIGIOUS EDUCATION LEARNING MAP

YEAR 4

Progression Map



Thinking theologically about God

- identify simple similarities and differences between concepts / religions / beliefs, giving examples from their learning
- describe and suggest meanings for symbols and other forms of expression for people of faith or belief
- make links between concepts / beliefs, texts / stories and practices (believing, belonging and behaving)



Thinking sociologically about community

- investigate and connect aspects of religions and beliefs, identifying some similarities and differences in people's lived experience
- identify the impact of beliefs and practices on people's lives – individually, or as a community e.g. in how people worship and/or how they live



Thinking philosophically about identity

- compare their own ideas, influences and/or feelings with those of others
- make links between what they and other people think about God /being human / what is important in life / how to behave
- give reasons for beliefs, attitudes and actions, especially in relation to their own developing worldview ('personal knowledge')
- ask significant questions about life, comparing their ideas with others' and suggesting answers from their learning

Religious/Non-religious and Thematic Units

CHRISTIANITY: What did God promise to his people?

Covenants and stories from OT, including creation

- What impact do God's promises have on Christians, the things they promise and their subsequent actions?

CHRISTIANITY: What did Jesus say about God's kingdom & why is it 'good news'?

'Kingdom' as God's rule on earth & in heaven

- Jesus' teaching about God's Kingdom in the Sermon on the Mount & the Great Commandment
- Christians living as citizens of God's Kingdom

CHRISTIANITY: For Christians, is communion a celebration, or an act of remembrance?

Communion as a sacrament to 'remember' Salvation

- Passover & new covenant (& Easter)
- Communion & symbolism across the world

SIKHI: What do Sikhs value?

Duties of Sikhs to pray, work and give

- Equality is important to Sikhs & is expressed in langar & Sikh community
- Gurus as teachers & leaders

Y4: HUMANISM: How do nonreligious people celebrate new life?

Celebrating new life is important to religious & non-religious people

- We have one life to live & it's worth celebrating; freedom to choose
- Key principles of Humanism through baby welcoming ceremonies

How do people try to make the world a fairer place?

There are situations of social and economic unfairness in the world

- Many religions and belief systems teach it is important to share and give to those who are in need & care for the environment
- Focus on Mitzvah Day in Judaism as a way of bringing about tzedek (justice) or Tikkun Olam (restoration)
- How can we make a difference?

RELIGIOUS EDUCATION LEARNING MAP



LKS2 Vocabulary

Religious people – people who believe in God or gods

Non-religious people – people who don't believe that there is a god

Humanist – a non-religious person who believes that human happiness and well-being are the most important things in life

Ummah – Muslim community

Adhan – Muslim call to prayer, which contains the Shahadah

Shahadah – the Muslim statement of belief, that Allah is One and Muhammad is his Messenger; it's expected that the baby's father whispers the Shahadah into a new born baby's ears

Aqiqah – Muslim baby-welcoming, like a baby shower, but after the birth

Seva / sewa - Sikh selfless service

Vand Chako – the Sikh duty to Give

Langar – the Sikh community kitchen where meals are prepared and served

Vow- a promise to do something- e.g. vows exchanged in a Christian wedding.

Rite of passage – a special time to mark a stage in life e.g. birth or marriage

Bar Mitzvah/ Bat Mitzvah – a rite of passage marking commitment to the Jewish (synagogue) community

Ketubah – a Jewish marriage contract, containing promises made by the couple to each other

Covenant – an agreement between two 'parties', indicating a relationship between them e.g. God and his people, a married couple

RELIGIOUS EDUCATION LEARNING MAP



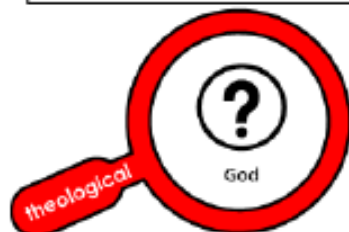
UKS2 Golden Threads

In LKS2, pupils should have extended their knowledge and understanding of the beliefs and lived experience of some Christian, Jewish and Muslim people and been introduced to the importance of equality to Sikhi people, and the Golden Rule to Humanists, recognising the impact of religion and belief on people's worldviews, locally (including within their own school), nationally and globally. They will also have made connections across their learning in thematic units, deepened their understanding of concepts within and across religions / beliefs & begun to explore their own personal worldview and the things that may have influenced it. Please refer to the LKS2 section of the syllabus for further information and curriculum overviews.

During upper key stage 2, pupils will continue to develop their understanding of the beliefs and lived experience of some Christian, Jewish, Muslim & non-religious people, and be introduced to the Dharmic traditions of Hinduism (Sanatan Dharma) and Buddhism. As learning develops across this phase, pupils will increasingly become more aware of the factors that might account for diversity within and across communities, including opportunities to consider how some sacred texts can be interpreted in different ways e.g. creation narratives. They will continue to explore their own personal worldview and begin to articulate some of the factors that may have influenced it, also applying their thinking to help them to understand the worldviews of others.

In UKS2, pupils will extend their understanding of the Golden Threads of 'God' 'Community' & 'Identity' and express their ideas / findings in different ways, through being given opportunities to:

- deepen their understanding of some core concepts & beliefs about God for some Christian, Jewish, Muslim & non-religious people and explore those of some Hindu (Sanatan Dharma) & Buddhist people
- explore a wider range of sacred texts and other sources and consider their meanings and impact for different people
- consider how different people might interpret some core texts in different ways
- describe connections between aspects of religion and belief and consider how people express these in everyday life
- explore diversity within and between religions & beliefs, and evaluate the impact on people's lived experience
- consider the importance of communities in shaping people's worldviews
- identify relevant information in answer to 'big' questions about being human, or living life, selecting examples and giving reasons for their choices
- recognise the challenges involved in living life according to a set of principles and reflect on what influences these
- explore how the search for meaning and 'truth' might be a part of human existence



- explore, gather, select, and organise ideas about religion, belief or worldviews, drawing on key texts / sources and concepts where appropriate
- express their understanding of concepts in theological terms
- suggest some ways in which different people might interpret key texts / sources
- suggest meanings for a range of forms of expression, using accurate vocabulary



Therefore, in their RE learning, you might see evidence of the **Golden Threads** when pupils.....

- comment on connections between questions / beliefs / values / practices / ways of life, explaining their importance to different communities
- investigate and describe similarities and differences in lived experience within and between religions / beliefs
- describe the impact of beliefs and practices for different people (e.g. on individuals, groups / communities and cultures, locally, nationally and globally)



- explain how sources of inspiration and influence make a difference to themselves and others, recognising that others might think differently
- suggest what might happen as a result of their own and others' thinking, attitudes or actions, drawing on examples from their learning
- develop insights of their own in exploring questions raised by the study of religions and beliefs, relating to their own personal worldview
- reflect on possible connections between worldviews and the human search for meaning

RELIGIOUS EDUCATION LEARNING MAP



YEAR 5

Progression Map



Thinking theologically about God

- explore, gather, select, and organise ideas about religion, belief or worldviews, drawing on key texts / sources and concepts where appropriate
- express their understanding of concepts in theological terms
- suggest some ways in which different people might interpret key texts / sources
- suggest meanings for a range of forms of expression, using accurate vocabulary

Thinking sociologically about community

comment on connections between questions / beliefs / values / practices / ways of life, explaining their importance to different communities

- investigate and describe similarities and differences in lived experience within and between religions / beliefs

- describe the impact of beliefs and practices for different people (e.g. on individuals, groups / communities and cultures, locally, nationally and globally)

Thinking philosophically about identity

- explain how sources of inspiration and influence make a difference to themselves and others, recognising that others might think differently
- suggest what might happen as a result of their own and others' thinking, attitudes or actions, drawing on examples from their learning
- develop insights of their own in exploring questions raised by the study of religions and beliefs, relating to their own personal worldview
- reflect on possible connections between worldviews and the human search for meaning in life



Religious/Non-religious and Thematic Units

CHRISTIANITY: What do Christians believe about creation?

Link with Science curriculum: creation / evolution theories

- Humanity has choices – 'free will'
- All of creation is affected by 'the fall'
- One day there will be a new creation

CHRISTIANITY: How did the Church begin, and where is it now?

- Birth of the Church at Pentecost
- God calls the Church to do God's work in the world and be 'good news'
- Baptism, worship & service are signs of membership

CHRISTIANITY: Why is the idea of 'rescue' so important to Christians?

- God's 'Big Story' – the rescue plan
- Stories of salvation across OT & NT
- 'Salvation' in the Easter story
- Creative expressions of salvation

JUDAISM: What does it mean to be part of a synagogue community?

Centrality of Torah to worship (e.g. shema)

- Commitment to justice / living according to mitzvot in the Torah
- Synagogue: place of learning, worship & gathering for different types of Jewish people

HINDU (SANATAN) DHARMA: What helps Hindus to worship?

- 'Sanatan Dharma' as a way of life
- Brahman present in all things & represented in many forms esp. Trimurti
- Key deities and avatars of Hinduism and their place in Hindu worship

What does it mean to live a 'good life'?

BUDDHISM: What is the 'Buddhist way of life'?

- How do different people answer this question?
 - Does collaborating make life better?
 - What might the consequences of not living a good life be?
 - Impact of good life on world, global / local community & self-identity
- Story of Buddha's enlightenment
- Buddhists follow dhamma (teachings) to avoid bad karma & escape cycle of samsara
 - Eightfold Path as the way to enlightenment esp. meditation

RELIGIOUS EDUCATION LEARNING MAP



YEAR 6

Progression Map



Thinking theologically about God

- explore, gather, select, and organise ideas about religion, belief or worldviews, drawing on key texts / sources and concepts where appropriate
- express their understanding of concepts in theological terms
- suggest some ways in which different people might interpret key texts / sources
- suggest meanings for a range of forms of expression, using accurate vocabulary

Thinking sociologically about community

comment on connections between questions / beliefs / values / practices / ways of life, explaining their importance to different communities

- investigate and describe similarities and differences in lived experience within and between religions / beliefs
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Thinking philosophically about identity

- explain how sources of inspiration and influence make a difference to themselves and others, recognising that others might think differently
- suggest what might happen as a result of their own and others' thinking, attitudes or actions, drawing on examples from their learning
- develop insights of their own in exploring questions raised by the study of religions and beliefs, relating to their own personal worldview
- reflect on possible connections between worldviews and the human search for meaning in life



Religious/Non-religious and Thematic Units

CHRISTIANITY: How is God Three – and yet One?

- Holy Spirit is God at work in the world
- Holy Spirit in relationship with Father & Son
- Trinity in baptism of Jesus, creation & Christians' experience
- How does this compare with other religions?

CHRISTIANITY: What do Christians believe about the Messiah – and why is it good news?

Jesus as fulfilment of OT prophecies in his birth, life and death

- Link with story of Simeon in the temple
- What Jesus said about himself
- Links to 'I AM' statements in John's Gospel

CHRISTIANITY: For Christians, what difference does it make to belong to God's Kingdom?

Command to 'act justly, love mercy, walk humbly' – what does this mean?

- Lord's Prayer – on earth/ in heaven
- Christians' beliefs about life after death

ISLAM: What helps Muslims to live a good life?

Five pillars as duties for living a good life

- Fasting and celebrating contribute to a good life
- Hadith & sunnah as guidance to follow

HINDU (SANATAN) DHARMA: Why should Sanatanis (Hindus) live a good life?

- Cycle of samsara & impact of karma
- Moksha as release from cycle of samsara
- Importance of 4 dharma (duties) & artha (honest living) in achieving a good life

Y6: Who am I and where do I belong?

How do communities gain a sense of personal identity

through the things they believe?

- What are the things that I believe – and where have my ideas come from?
- How might these ideas help me as I move into Y7?

RELIGIOUS EDUCATION LEARNING MAP



UKS2 Vocabulary

Pilgrimage – a special journey that (often) has a spiritual benefit or focus

Milestones – stages on life’s journey e.g. birth, marriage etc.

Bar/Bat Mitzvah – lit. ‘son / daughter of the Commandment’; ceremony celebrating Jewish young people committing to the community

Baptism (christening) – an initiation (joining) ceremony for babies, as a sign of welcome into the Christian community

Believers’ baptism – a Christian initiation (joining) ceremony marking a person’s commitment to follow Jesus, involving water (often by full immersion)

Varanasi – a sacred place of pilgrimage for Hindus, in India

Haji – Muslim pilgrimage to Makkah; one of the Five Pillars of Islam

Dharma – ‘duty’, for Hindu and Sikhi people

Samsara – the cycle of birth, life, death and rebirth for Buddhist, Hindu and Sikhi people

Moksha – the final release of the soul (atman) of Hindus from the cycle of Samsara

Mukti – the final release of the soul (atma) of Sikhi people from the cycle of Samsara

Buddhist – a person who is a follower of the teachings of the Buddha, a wise teacher who was born in Nepal

Enlightenment – an advanced state of being for Buddhists, achieved through meditation

Nirvana – the final release from the cycle of suffering for Buddhists, following enlightenment

Humanist – a non-religious person who believes that human happiness Identity and well-being are the most important things in life