

R.E. PROGRESS MAP

	Foundation Stage		Year 1 and 2	Year 3 and 4	Year 5 and 6
<u>Context of Study</u>	Christianity Religions represented in the cohort		Christianity Judaism	Christianity Judaism Islam Hinduism	Christianity Judaism Islam Hinduism Sikhism Humanism
<u>Nottinghamshire Syllabus</u>	<p>Development Matters</p> <p>Develop their sense of responsibility and membership of a community. Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Talk about what they see, using a wide vocabulary.</p> <p>Begin to make sense of their own life-story and</p>	<p>ELGS</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Talk about the lives of the</p>	<p>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.</p> <p>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.</p> <p>Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.</p> <p>Ask and respond to questions about what communities do, and why, so that they can identify what difference belonging to a community might make.</p> <p>Observe and recount different ways of expressing identity and belonging,</p>	<p>Describe and make connections between different features of the religions and 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.</p> <p>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.</p> <p>Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.</p> <p>Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.</p> <p>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.</p> <p>Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and worldviews.</p> <p>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.</p>	

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	<p>family's history.</p> <p>Continue developing positive attitudes about the differences between people.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p>people around them and their roles in society.</p>	<p>responding sensitively for themselves.</p> <p>Notice and respond sensitively to some similarities between different religions and worldviews.</p> <p>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.</p> <p>Find out about and respond with ideas to examples of cooperation between people who are different.</p> <p>Find out about questions of right and wrong and begin to express their ideas and opinions in response.</p>	<p>Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect.</p> <p>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.</p>	
<u>Significant and diverse individuals</u>			<p>Jesus Moses St Peter Noah Jonah Daniel David</p>	<p>Abraham Muhammed (PBUH) Reverend Dr Lee Gordon</p>	<p>Guru Nanak Anne Frank Reverend Ken Johnson</p>
<u>Progression of knowledge and skills</u>	<p>To know that some stories are special to us and why.</p>		<p>To know that people celebrate for different</p>	<p>To know what difference it Makes for someone to be a Christian. (Unit 3.1)</p>	<p>To know that we can learn from great leaders and</p>

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	<p>To know that some people are special to us and why.</p> <p>To know that some places are special to us and why.</p> <p>To know that some times are special to us and why.</p> <p>To have a sense of identify and know that we all belong to different groups in different ways.</p> <p>To know how we can care for living things and the earth.</p>	<p>reasons and in different ways. (Unit 1.1)</p> <p>To know ways that we can show we care for others and why it matters. (Unit 1.2)</p> <p>To know some of the stories of Jesus and that we can learn from them. (Unit 1.3)</p> <p>To know the ways are churches /synagogues important to believers. (Unit 1.4)</p> <p>To know what makes some people inspiring to others. E.G. Moses and Saint Peter (Unit 2.1)</p> <p>To know what Jewish people believe about God, creation, humanity, and the natural world. (Unit 2.2)</p> <p>To know what it is like to belong to the Christian religion today. (Unit 2.3)</p> <p>To know why some stories are particularly important in Christian and Jewish traditions. (Unit 2.4)</p>	<p>To know how religious families and communities practice their faith. E.G. Prayer. (Unit 3.2)</p> <p>To know where, how and why people worship. (Unit 3.3)</p> <p>To know that we can learn from inspiring people in sacred texts and in the history of religions. (Unit 3.4)</p> <p>To know why some people think life is like a journey and what different people think about life after death. (Unit 4.1)</p> <p>To know how Christianity is expressed through music and worship. (Unit 4.2)</p> <p>To know how Hindu families practice their faith. (Unit 4.3)</p> <p>To know the deeper meanings of some Hindu festivals. (Unit 4.4)</p>	<p>inspiring examples in today's world. (Unit 5.1)</p> <p>To know some of the expectations of a person in following a religion or belief. (Unit 5.2)</p> <p>To know how people's beliefs about God, the world and others have impact on their lives (Unit 5.3)</p> <p>To know how religious and spiritual beliefs are expressed in arts, architecture, charity and generosity. (Unit 5.4)</p> <p>To know what sacred texts and other sources say about God, the world and human life. (Unit 6.1)</p> <p>To know ways that we can make Nottingham City and Nottinghamshire places of tolerance and respect. (Unit 6.2)</p> <p>To know how religions and beliefs respond to global Issues. (Unit 6.3)</p> <p>To know that we can learn from people who resist discrimination and Persecution. (Unit 6.4)</p>
Vocabulary	Religion	Celebration	spiritual	Harmony

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	Special books Special places Special stories Prayer	Festival symbol, Thankful Faith Belief Wise sayings Rules for living Co-operation, Belonging worship Holiness Sacred creation story	Commitment values, Prayer Pilgrim pilgrimage, Ritual Symbol community Worship Devotion belief, life after death destiny, Soul Inspiration rolemodel.	Respect Justice inter-faith Tolerance moral values, religious plurality moral codes Spiritual vision Commitment Values Sources of wisdom Spiritual Golden Rule charity sacred text compassion
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