




Crazies Hill C.E. Primary School

Whole School Religious Education Curriculum Progression Map

Overview Years F1/2 to Year 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
 F1/2	Theme: Special People Key Question: What makes people special? Religions: Christianity, Judaism	Theme: Christmas Concept: Incarnation Key Question: What is Christmas? Religion: Christianity	Theme: Celebrations Key Question: How do people celebrate? Religions: Hinduism	Theme: Easter Concept: Salvation Key Question: What is Easter? Religion: Christianity	Theme: Stories Key Question: What can we learn from stories? Religions: Christianity, Islam, Hinduism, Sikhism	Theme: Special Places Key Question: What makes places special? Religions: Christianity, Islam, Judaism
 1	Theme: Creation Story Concept: God/Creation Key Question: Does God want Christians to look after the world? Religion: Christianity	Theme: Christmas Concept: Incarnation Key Question: What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem? Religion: Christianity	Theme: Jesus as a friend Concept: Incarnation Key Question: Was it always easy for Jesus to show friendship? Religion: Christianity	Theme: Easter - Palm Sunday Concept: Salvation Key Question: Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? Religion: Christianity	Theme: Shabbat Key Question: Is Shabbat important to Jewish children? Religion: Judaism	Theme: Rosh Hashanah and Yom Kippur Key Question: Are Rosh Hashanah and Yom Kippur important to Jewish children? Religion: Judaism
There is an additional optional Judaism enquiry at the end of the Year 1 section: Does celebrating Chanukah make Jewish children feel closer to God?						
 2	Theme: What did Jesus teach? Key Question: Is it possible to be kind to everyone all of the time? Religion: Christianity	Theme: Christmas - Jesus as gift from God Concept: Incarnation Key Question: Why do Christians believe God gave Jesus to the world? Religion: Christianity	Theme: Passover Key Question: How important is it for Jewish people to do what God asks them to do? Religion: Judaism Theme: Prayer at home Key Question: Does praying at regular intervals help a Muslim in his/her everyday life? Religion: Islam	Theme: Easter - Resurrection Concept: Salvation Key Question: How important is it to Christians that Jesus came back to life after His crucifixion? Religion: Christianity	Theme: The Covenant Key Question: How special is the relationship Jews have with God? Religion: Judaism Theme: Community and Belonging Key Question: Does going to a Mosque give Muslims a sense of belonging? Religion: Islam	Theme: Rites of Passage and good works Key Question: What is the best way for a Jew to show commitment to God? Religion: Judaism Theme: Hajj Key Question: Does completing Hajj make a person a better Muslim? Religion: Islam



Overview Years F1/2 to Year 6

3	<p>Theme: Divali</p> <p>Key Question: Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child?</p> <p>Religion: Hinduism</p>	<p>Theme: Christmas</p> <p>Concept: Incarnation</p> <p>Key Question: Has Christmas lost its true meaning?</p> <p>Religion: Christianity</p>	<p>Theme: Jesus' Miracles</p> <p>Concept: Incarnation</p> <p>Key Question: Could Jesus heal people? Were these miracles or is there some other explanation?</p> <p>Religion: Christianity</p>	<p>Theme: Easter - Forgiveness</p> <p>Concept: Salvation</p> <p>Key Question: What is 'good' about Good Friday?</p> <p>Religion: Christianity</p>	<p>*Theme: Hindu Beliefs</p> <p>Key Question: How can Brahman be everywhere and in everything?</p> <p>Religion: Hinduism</p>	<p>*Theme: Pilgrimage to the River Ganges</p> <p>Key Question: Would visiting the River Ganges feel special to a non-Hindu?</p> <p>Religion: Hinduism</p>
	<p>*Theme: The Amrit Ceremony and the Khalsa</p> <p>Key Question: Does joining the Khalsa make a person a better Sikh?</p> <p>Religion: Sikhism</p>				<p>*Theme: Sharing and Community</p> <p>Key Question: Do Sikhs think it is important to share?</p> <p>Religion: Sikhism</p>	<p>*Theme: Prayer and Worship</p> <p>Key Question: What is the best way for a Sikh to show commitment to God?</p> <p>Religion: Sikhism</p>

4	<p>Theme: Beliefs and Practices</p> <p>Key Question: How special is the relationship Jews have with God?</p> <p>Religion: Judaism</p>	<p>Theme: Christmas</p> <p>Concept: Incarnation</p> <p>Key Question: What is the most significant part of the nativity story for Christians today?</p> <p>Religion: Christianity</p>	<p>Theme: Passover</p> <p>Key Question: How important is it for Jewish people to do what God asks them to do?</p> <p>Religion: Judaism</p>	<p>Theme: Easter</p> <p>Concept: Salvation</p> <p>Key Question: Is forgiveness always possible for Christians?</p> <p>Religion: Christianity</p>	<p>Theme: Rites of Passage and good works</p> <p>Key Question: What is the best way for a Jew to show commitment to God?</p> <p>Religion: Judaism</p>	<p>Theme: Prayer and Worship</p> <p>Key Question: Do people need to go to church to show they are Christians?</p> <p>Religion: Christianity</p>
	<p>Theme: Buddha's teachings</p> <p>Key Question: Is it possible for everyone to be happy?</p> <p>Religion: Buddhism</p>		<p>Theme: The 8-fold path</p> <p>Key Question: Can the Buddha's teachings make the world a better place?</p> <p>Religion: Buddhism</p>		<p>Theme: The 8-fold path</p> <p>Key Question: What is the best way for a Buddhist to lead a good life?</p> <p>Religion: Buddhism</p>	

There is an additional optional Christianity enquiry at the end of the Year 4 section: Why are there four Gospels and how are they relevant to Christians today?



Overview Years F1/2 to Year 6

5	<p>*Theme: Belief into action</p> <p>Key Question: How far would a Sikh go for his/her religion?</p> <p>Religion: Sikhism</p>	<p>Theme: Christmas</p> <p>Concept: Incarnation</p> <p>Key Question: Is the Christmas story true?</p> <p>Religion: Christianity</p>	<p>*Theme: Beliefs and moral values</p> <p>Key Question: Are Sikh stories important today?</p> <p>Religion: Sikhism</p>	<p>Theme: Easter</p> <p>Concept: Salvation</p> <p>Key Question: How significant is it for Christians to believe God intended Jesus to die?</p> <p>Religion: Christianity</p>	<p>*Theme: Prayer and Worship</p> <p>Key Question: What is the best way for a Sikh to show commitment to God?</p> <p>Religion: Sikhism</p>	<p>Theme: Beliefs and Practices</p> <p>Key Question: What is the best way for a Christian to show commitment to God?</p> <p>Religion: Christianity</p>
	<p>*Theme: Prayer and Worship</p> <p>Key Question: What is the best way for a Hindu to show commitment to God?</p> <p>Religion: Hinduism</p>	<p>*Theme: Hindu Beliefs</p> <p>Key Question: How can Brahman be everywhere and in everything?</p> <p>Religion: Hinduism</p>	<p>*Theme: Beliefs and moral values</p> <p>Key Question: Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives?</p> <p>Religion: Hinduism</p>			

There is an additional optional Christianity enquiry at the end of the Year 5 section: Does belief in the Trinity help Christians make better sense of God as a whole?

6	<p>Theme: Beliefs and Practices</p> <p>Key Question: What is the best way for a Muslim to show commitment to God?</p> <p>Religion: Islam</p>	<p>Theme: Christmas</p> <p>Concept: Incarnation</p> <p>Key Question: How significant is it that Mary was Jesus' mother?</p> <p>Religion: Christianity</p>	<p>Theme: Beliefs and Meaning</p> <p>Concept: Salvation</p> <p>Key Question: Is anything ever eternal?</p> <p>Religion: Christianity</p>	<p>Theme: Easter</p> <p>Concept: Gospel</p> <p>Key Question: Is Christianity still a strong religion 2000 years after Jesus was on Earth?</p> <p>Religion: Christianity</p>	<p>Theme: Beliefs and moral values</p> <p>Key Question: Does belief in Akhirah (life after death) help Muslims lead good lives?</p> <p>Religion: Islam</p> <p><i>NB: This enquiry is taught in 2 sections over the term</i></p>
	<p>Theme: Christmas</p> <p>Concept: Incarnation</p> <p>Key Question: Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?</p> <p>Religion: Christianity</p>				

There is an additional optional Christianity enquiry at the end of the Year 6 section: How did Jesus create a 'New Covenant' and what does that mean to Christians today?





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Whole School Religious Education Curriculum Progression Map



How does Discovery RE support the promotion of British Values?

Specific links between British Values and Discovery RE by Key Stage:

Please note for "Rule of Law", ticks have been added because even though Discovery RE does not teach UK law, it teaches children of the laws of that religion so that they understand what a law might be. As the whole point of any RE curriculum is to promote tolerance of those of different faiths and beliefs and mutual respect, these values are ticked throughout.

Because this is a detailed scheme of work (medium term planning), not individual lesson plans, many of the values will be covered or not by the way the teacher/practitioner explains the concepts included and the language used. The ticks below represent the most likely/feasible connections that can be made although the teacher may well be able to make further connections to e.g. individual liberty and democracy by consciously deciding to include them.

Foundation 1 and 2

Discovery RE Enquiry	Religions studied:	British Values				
		Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
What makes people special?	Christianity /Judaism		✓ (10 commandments)	✓	✓	✓
What is Christmas?	Christianity				✓	✓
How do people celebrate?	Hinduism			✓	✓	✓
What is Easter?	Christianity	✓	✓		✓	✓
What can we learn from stories?	Buddhism Christianity Sikhism Islam Hinduism			✓	✓	✓
What makes places special?	Christianity Islam Judaism			✓	✓	✓

Whole School Religious Education Curriculum Progression Map

Key Stage 1

Discovery RE Enquiry	Religions studied:	British Values				
		Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
Year 1						
Does God want Christians to look after the world?	Christianity		✓ not to damage others' property /graffiti etc.		✓	✓
What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?	Christianity				✓	✓
Was it always easy for Jesus to show friendship?	Christianity			✓	✓	✓
Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?	Christianity	✓	✓ (Roman rule/ how to treat monarchy)		✓	✓
Is Shabbat important to Jewish children?	Judaism		✓ (Shabbat rules)	✓	✓	✓
Are Rosh Hashanah and Yom Kippur important to Jewish children?	Judaism			✓	✓	✓
		Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
Year 2						
Is it possible to be kind to everyone all of the time?	Christianity			✓	✓	✓
Why do Christians believe God gave Jesus to the world?	Christianity				✓	✓
How important is it for Jewish people to do what God asks them to do? OR Does praying at regular intervals help a Muslim in his/ her everyday life?	Judaism Islam		✓ (Passover rules)	✓	✓	✓
How important is it to Christians that Jesus came back to life after his crucifixion?	Christianity		✓		✓	✓
How special is the relationship Jews have with God? OR Does going to a Mosque gives Muslims a sense of belonging?	Judaism Islam		✓ (The Covenant)	✓	✓	✓
What is the best way for a Jew to show commitment to God? OR Does completing Hajj make a person a better Muslim?	Judaism Islam		✓ (613 rules)	✓	✓	✓
			✓ (Hajj as a pillar of Islam)		✓	✓

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Whole School Religious Education Curriculum Progression Map



Lower Key Stage 2 (Yrs 3 & 4)

Discovery RE Enquiry	Religions studied:	British Values				
		Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
Year 3						
Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child? OR Does joining the Khalsa make a person a better Sikh?	Hinduism Sikhism		✓	✓	✓	✓
Has Christmas lost its true meaning?	Christianity				✓	✓
Could Jesus heal people? Were these miracles or is there some other explanation?	Christianity				✓	✓
What is 'good' about Good Friday?	Christianity				✓	✓
How can Brahman be everywhere and in everything? OR Do Sikhs think it is important to share?	Hinduism Sikhism		✓ (Guru Granth Sahib – share with those in need)		✓	✓
Would visiting the River Ganges feel special to a non-Hindu? OR What is the best way for a Sikh to show commitment to God?	Hinduism Sikhism		✓ (Guru Granth Sahib)		✓	✓
		Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
Year 4						
How special is the relationship Jews have with God? OR Is it possible for everyone to be happy?	Judaism Buddhism		✓ (The Covenant/ Torah)	✓	✓	✓
What is the most significant part of the nativity story for Christians today?	Christianity				✓	✓
How important is it for Jewish people to do what God asks them to do? OR Can the Buddha's teachings make the world a better place?	Judaism Buddhism		✓ (kashrut/ UNCRIC)	✓	✓	✓
Is forgiveness always possible for Christians?	Christianity		✓	✓ (Jesus willingly gave his up)	✓	✓
What is the best way for a Jew to show commitment to God? OR What is the best way for a Buddhist to lead a good life?	Judaism Buddhism		✓ (The Covenant/ Torah)	✓	✓	✓
Do people need to go to church to show they are Christians?	Christianity			✓	✓	✓

Upper Key Stage 2 (Yr 5)

Discovery RE Enquiry	Religions studied:	British Values				
		Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
Year 5						
How far would a Sikh go for his/her religion? OR What is the best way for a Hindu to show commitment to God?	Sikhism Hinduism		✓ (Vedas) ✓	✓ (how much does a Sikh give up)	✓ ✓	✓ ✓
Is the Christmas story true?	Christianity				✓	✓
Are Sikh stories important today? OR How can Brahman be everywhere and in everything?	Sikhism Hinduism		✓ (Guru Granth Sahib)		✓	✓
How significant is it for Christians to believe God intended Jesus to die?	Christianity				✓	✓
What is the best way for a Sikh to show commitment to God? OR Do beliefs in karma, samsara and moksha help Hindus lead good lives?	Sikhism Hinduism		✓ (Guru Granth Sahib) ✓ Bhagavad Gita/ Upanishads		✓ ✓	✓ ✓
What is the best way for a Christian to show commitment to God?	Christianity		✓ (10 commandments)	✓ e.g. Martin Luther King	✓	✓

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Upper Key Stage 2 (Yr 6)

Discovery RE Enquiry	Religions studied:	British Values				
		Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
Year 6						
		Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
What is the best way for a Muslim to show commitment to God?	Islam		✓ (5 pillars)	✓	✓	✓
How significant is it that Mary was Jesus' mother? OR Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?	Christianity	✓ (class vote)		✓ (her choice)	✓	✓
Is anything ever eternal?	Christianity				✓	✓
Is Christianity still a strong religion 2000 years after Jesus was on Earth?	Christianity	✓	✓	✓	✓	✓
Does belief in Akhirah (life after death) help Muslims lead good lives? (Double unit)	Islam	✓ (respecting law and leading peaceful lives)	✓ (Qur'an)	✓	✓	✓

Additional Optional Enquiries		Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
Year 1 - Chanukah Does celebrating Chanukah make Jewish children feel closer to God?	Christianity	✓	✓	✓	✓	✓
Year 4 - The Gospels: Why are there four gospels and how are they relevant to Christians today?	Christianity			✓	✓	✓
Year 5 - The Trinity Does a belief in the Trinity help Christians make better sense of God as a whole?	Christianity			✓	✓	✓
Year 6 - The Covenant How did Jesus create a 'New Covenant' and what does that mean to Christians today?	Christianity	✓	✓	✓	✓	✓

End of Key Stage colour-coded descriptors in Discovery RE

<p>"WORKING AT" expectation.</p> <p>Most children are expected to reach these expectations.</p>	<p>GREEN DESCRIPTORS</p> <p>Personal resonance with or reflection on</p> <ul style="list-style-type: none"> The concept / belief underlying the subject matter of the enquiry Child's own thoughts, opinions, belief, empathy. 	<p>BLUE DESCRIPTORS</p> <p>Knowledge and understanding of the subject matter of that enquiry (subject knowledge)</p>	<p>RED DESCRIPTORS</p> <p>Skills of evaluation and critical thinking in relation to the big enquiry question</p>
<p>End of Key Stage 1 (Year 2, Age 7, 'old' Level 2)</p>	<ul style="list-style-type: none"> I can tell you / talk about what concepts like belonging, commitment, kindness, forgiveness mean to me in my world I can verbalise and / or express my own thoughts 	<p>I can recall facts about the religions / beliefs I have studied, begin to use the religious vocabulary and start to explain the significance and meaning of the facts, practices etc.</p>	<p>I can start to think through the enquiry question using some facts and am beginning to see there could be more than one answer.</p>
<p>End of LOWER key Stage 2 (Year 4, Age 9, 'old' Level 3)</p>	<ul style="list-style-type: none"> I can tell you / talk about the concept / belief e.g. belonging and start to relate this to the people I am studying e.g. Jews. I can express my own opinions and start to support them with rationale. 	<p>I can recall facts about religions I have studied, select the facts that are most significant to the enquiry and start to explain their relevance / importance.</p>	<p>I can apply my knowledge to the enquiry question and give an answer supported by one or more facts.</p>
<p>End of Key Stage 2 (Year 6, Age 11, 'old' Level 4)</p>	<ul style="list-style-type: none"> I can explain how the concept / belief e.g. forgiveness resonates in my own life and can also see this might be different for other people because of their religion/ beliefs I can express my own thoughts etc having reflected on them in relation to other people's. 	<p>I can recall facts about religions and explain differences in practice and interpretation within and between religions / belief systems.</p>	<p>I can weigh up evidence and different arguments / aspects relevant to the enquiry question and express my answer, supported with evidence / rationale.</p>