Highfield Primary School Progression Map 2024 - 2025

Subject: R.E.

Intent

Our broad and balanced R.E. curriculum is delivered in line with the London Borough of Hillingdon's SACRE, which promotes the importance of pupils showing respect and understanding of each other's views. Through our R.E. lessons, we will equip pupils with the knowledge, experiences, understanding and attitudes to be responsible and respectful citizens in a multi-faith society. Our curriculum has a significant role in the development of our pupils' spiritual, moral, social and cultural development. It actively promotes respect and open-mindedness towards others with different faiths and beliefs, whilst also developing pupils' own sense of identity and belonging through self-awareness and reflection. British Values and the school's P.S.H.E. values S.C.A.R.F. (Safety, Caring, Achievement, Resilience, and Friendship) are embedded within our R. E. curriculum. The curriculum develops both substantive and disciplinary knowledge, which enables pupils to express their own ideas, ask questions, reflect on their own beliefs and respond to what they discover.

Implementation

Progression of Knowledge

	EYFS		KS1		KS2			
	Nursery	**Reception**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
	Nursery children will be taught to/about:	In addition to knowledge taught in the Nursery, Reception children will be taught to/about:	In addition to EYFS knowledge, Year 1 children will be taught to/about:	In addition to EYFS and Year 1 knowledge, Year 2 children will be taught to/about:	In addition to KS1 knowledge, Year 3 children will be taught to/about:	In addition to KS1 and Year 3 knowledge, Year 4 children will be taught to/about:	In addition to KS1 and Lower KS2 knowledge, Year 5 children will be taught to/about:	In addition to KS1, Lower KS2 and Year 5 knowledge, Year 6 children will be taught to/ about:
Beliefs and Teachings	begin to recognise that people have different beliefs and celebrate special times in different ways	think about the perspectives of others recognise that people have different beliefs and celebrate special times in different ways	begin to describe the main beliefs of a religion begin to describe the main festivals of a religion	describe the main beliefs of a religion describe the main festivals of a religion	begin to describe the key teachings and beliefs of a religion begin to compare the main festivals of world religions	describe the key teachings and beliefs of a religion compare the main festivals of world religions	begin to recognise and explain how some teachings and beliefs are shared between religions begin to explain how religious beliefs can shape the lives of	recognise and explain how some teachings and beliefs are shared between religions explain how religious beliefs can shape the lives of individuals and

					begin to refer to religious figures and holy books	refer to religious figures and holy books	individuals and contribute to society	contribute to society
Rituals, Ceremonies and Lifestyles	begin to make sense of their own life-story and family's history	talk about members of their immediate family and community understand that some places are special to members of their community	begin to recognise, name and describe religious artefacts, places and practices begin to explain religious rituals and ceremonies and the meaning of them, including their own experiences of them begin to observe when practices and rituals are featured in more than one religion or lifestyle	recognise, name and describe religious artefacts, places and practices explain religious rituals and ceremonies and the meaning of them, including their own experiences of them observe when practices and rituals are featured in more than one religion or lifestyle	begin to identify religious artefacts and how they are involved in daily practices and rituals begin to describe religious buildings and how they are used begin to explain religious ceremonies and rituals and their importance for people's lives and sense of belonging	identify religious artefacts and how they are involved in daily practices and rituals describe religious buildings and how they are used explain religious ceremonies and rituals and their importance for people's lives and sense of belonging	begin to explain practices and lifestyles associated with belonging to a faith begin to explain practices and lifestyles associated with belonging to a non-religious community begin to compare lifestyles of different faiths and give reasons why some people within the same faith choose to adopt different lifestyles	explain practices and lifestyles associated with belonging to a faith explain practices and lifestyles associated with belonging to a non-religious community compare lifestyles of different faiths and give reasons why some people within the same faith choose to adopt different lifestyles
How Beliefs are Expressed	develop positive attitudes about the differences between people know that there are different countries in the world and talk about the differences they have experienced or seen	show sensitivity to their own and others' needs talk about the lives of the people around them and their roles in society	begin to name religious symbols and the meaning of them begin to learn the name of important religious stories begin to retell religious stories and suggest meanings in the story	name religious symbols and the meaning of them learn the name of important religious stories retell religious stories and suggest meanings in the story	begin to identify religious symbolism in different forms of art and communication begin to look at holy texts and stories, explaining meaning in a story express their beliefs in different forms, with respect for others' beliefs and comparing beliefs	identify religious symbolism in different forms of art and communication look at holy texts and stories, explaining meaning in a story	begin to explore religious symbolism in literature and the arts begin to explain some of the different ways individuals show their beliefs to begin to share their opinion or express their own belief with respect and tolerance for others	explain some of the different ways individuals show their beliefs share their opinion or express their own belief with respect and tolerance for others

Time to Reflect and Personal Growth	talk about feelings using words like 'happy', 'sad', 'angry' or 'worried' begin to understand how others might be feeling	know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class	begin to identify things that are important in their lives begin to understand there are similarities and differences between people	identify things that are important in their lives understand there are similarities and differences between people	understand that personal experiences and feelings can influence their attitudes and actions begin to offer suggestions about why religious and non-religious leaders and followers have acted the way they have	offer suggestions about why religious and non-religious leaders and followers have acted the way they have	to begin to explain their own opinions about tricky concepts and tricky questions that have no universally agreed answers	recognise and express feelings about their identities and beliefs explain their own opinions about tricky concepts and tricky questions that have no universally agreed answers
Values (in own and others' lives)	develop their sense of responsibility and membership of a community	see themselves as a valuable individual name and describe people who are familiar to them	begin to look at how values affect a community and individuals	look at how values affect a community and individuals understand that they have their own choices to make and begin to understand the concept of morals	describe how shared values in a community can affect behaviour and outcomes begin to discuss and give opinions on morals and values, including their own	discuss and give opinions on morals and values, including their own	begin to show an awareness of morals, question morals and demonstrate an ability to make choices, understanding the consequences to begin to express their own values while respecting the values of others	explain why individuals and communities may have similar and differing values show an awareness of morals, question morals and demonstrate an ability to make choices, understanding the consequences express their own values while respecting the values of others

Impact (End points)								
	Nursery	**Reception**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
By end of the Summer Term	Children in Nursery will be able to: >begin to recognise that people have different beliefs and celebrate special times in different ways by discussing the festivals of Diwali, Christmas, Eid and Easter >begin to make sense of their own life-story and family's history by talking about themselves and their family >develop positive attitudes about the differences between people >know that there are different countries in the world and talk about the differences they have experienced or seen	Children in Reception will be able to: > build constructive and respectful relationships with peers and others around them > express and discuss their feelings and consider the feelings of others > see themselves as a valuable individual and talk about what makes them unique > think about the perspectives of others > talk about members of their immediate family and community > name and describe people who are familiar to them > recognise that people have different beliefs and celebrate special times in different ways by discussing the	Children in Year 1 will be able to: > talk about different types of family > identify some important Christian, Jewish and Muslim symbols and practices > describe the key ideas of Hinduism > understand that different religions have different ways of showing they care for other people > explain why Easter is important to Christians and how it is celebrated > talk about how a place of worship might make a religious believer feel > think about why a place of worship might be important to different people > compare and contrast rituals from more than one religion	Children in Year 2 will be able to: > understand that different religions have different rules and routines > understand that it is important to respect everyone's ideas and beliefs > understand that light can be an important part of many religions > describe the key ideas of Christianity including, what forgiveness means to Christians and how a Christian might show their faith > explain what a ceremony is and name some religious and non-religious ceremonies > talk about their experiences of attending ceremonies > give an example of a place that is special to them > explain what a place of worship is	Children in Year 3 will be able to: > explain the meaning of some religious signs and symbols > describe the key ideas of Islam > describe aspects of the Nativity Story and Good Friday > explain how an act they have chosen will benefit a friend's life > identify what beliefs are and name some of their own > link their own beliefs to their and other people's actions > identify challenges that others have faced > explain what a pilgrimage is > name places of pilgrimage and describe, with support, the significance of these pilgrimages	Children in Year 4 will be able to: > recognise the beliefs and teachings of different faiths > say how people from different faiths might behave in different situations > describe the key ideas of Christianity including, what happened when Jesus was in the desert and how this is marked by Christians today > describe the key ideas of Buddhism > explore religious rules about food including, knowing what 'Halal' and 'Kosher' are > explore why religious believers fast > understand how food is used for celebration in different religions > explain how different religions view peace and make comparisons in	Children in Year 5 will be able to: > share ideas of how people show commitment in their lives > recognise religious sacrifices and non-religious sacrifices > discuss how fasting is used as a demonstration of commitment > discuss different ways of showing commitment to something or someone > explain some religious ceremonies where believers make a commitment e.g. wedding ceremonies > give an explanation of what the true meaning of Christmas is for Christians > explain the importance of love at Christmas time in Christianity > explain how God took human form	Children in Year 6 will be able to: > understand that freedom and justice have more than one definition > explain how beliefs about freedom and justice have influenced the actions of important figures in history and today > explain what interpretation means > investigate similarities and differences between Matthew and Luke's version of the nativity > explain the meaning of advent and how Christians prepare > explain how Christians in different countries celebrate Christmas differently

	in regards to London and other countries relevant to them >talk about feelings using words like 'happy', 'sad', 'angry' or 'worried' >begin to understand how others might be feeling >develop their sense of responsibility and membership of a community by talking about other religions and the school values	festivals of Diwali, Christmas, Eid and Easter > understand that some places are special to members of their community by talking about the church, mosque and temple > recognise some similarities and differences between life in this country and life in other countries by describing Antarctica and India		and name some places of worship > talk about why and how people celebrate a beginning or an ending > talk about a beginning or ending they have celebrated and begin to think about how endings can also be beginnings		terms of similarities and differences > explain how some religions use inner peace to find peace and reflect upon these practices > explain how religions focus on community cohesion to bring about peace > explain what incarnation is and why it is important to believers > consider what guides their own life and choices	and its importance for Christians > describe the importance of the incarnation story for Christians > participate in a class debate about whether the true meaning of Christmas is now lost >describe the key ideas of Sikhi > define what is meant by 'forgiveness' > identify some similarities and differences between what Jews and Buddhists believe about forgiveness > understand and use key vocabulary related to the concept of eternity > be able to distinguish between the ideas of mortality and immortality > begin to explain what worship is and begin to make the link between worth and worship > look at the importance of music,	> explain the difference between atheism and humanism > know and be able to name at least two of the humanist beliefs > order real life events from total 'free will' to 'determinism' > use given examples of events to list events in their own life and rate them from 'free will' to 'determinism' > understand the commitment made by Christians and reflect on commitments in their own life > begin to look at moral choices we make and life choices > compare and contrast some creation stories > explain why Jews and Christians have the same creation story > express their own values while respecting the values of others by

							prayer and art in religions **> explain what freedom is and how it might feel to have freedom restricted**	**exploring what matters most to themselves** **> know that people from different faiths and world views have the same and different values by exploring the choices that people might make in situations and comparing that to their own**

Last Updated: 30.10.23 by J. Burns (D.H.T.)