

## Highfield Primary School Progression Map 2023 - 2024

School											
	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										
	EY	/FS	К	S1		KS	52				
	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	refer to religious	individuals and	contribute to
					religious figures and	figures and holy	contribute to society	society
					holy books	books		
Rituals,	begin to make sense	talk about members	begin to recognise,	recognise, name and	begin to identify	identify religious	begin to explain	explain practices
Ceremonies	of their own life-story	of their immediate	name and describe	describe religious	religious artefacts	artefacts and how	practices and	and lifestyles
and	and family's history	family and	religious artefacts,	artefacts, places and	and how they are	they are involved in	lifestyles associated	associated with
Lifestyles		community	places and practices	practices	involved in daily	daily practices and	with belonging to a	belonging to a faith
-		and an end of the state of the	hants to contate	and to be that and	practices and rituals	rituals	faith	
		understand that some	begin to explain	explain religious rituals and	hagin to describe	describe religious	hasin to ovulain	explain practices and lifestyles
		places are special to members of their	religious rituals and ceremonies and the	ceremonies and the	begin to describe	describe religious buildings and how	begin to explain practices and	associated with
		community	meaning of them,	meaning of them,	religious buildings and how they are	they are used	lifestyles associated	belonging to a non-
		community	including their own	including their own	used	they are used	with belonging to a	religious
			experiences of them	experiences of them	useu	explain religious	non-religious	community
			experiences of them	experiences of them	begin to explain	ceremonies and	community	community
			begin to observe	observe when	religious ceremonies	rituals and their	community	compare lifestyles
			when practices and	practices and rituals	and rituals and their	importance for	begin to compare	of different faiths
			rituals are featured	are featured in more	importance for	people's lives and	lifestyles of different	and give reasons
			in more than one	than one religion or	people's lives and	sense of belonging	faiths and give	why some people
			religion or lifestyle	lifestyle	sense of belonging		reasons why some	within the same
			с ,				people within the	faith choose to
							same faith choose to	adopt different
							adopt different	lifestyles
							lifestyles	
How Beliefs	develop positive	show sensitivity to	begin to name	name religious	begin to identify	identify religious	begin to explore	explain some of the
are	attitudes about the	their own and others'	religious symbols	symbols and the	religious symbolism	symbolism in	religious symbolism	different ways
Expressed	differences between	needs	and the meaning of	meaning of them	in different forms of	different forms of art	in literature and the	individuals show
	people		them		art and	and communication	arts	their beliefs
		talk about the lives of		learn the name of	communication			
	know that there are	the people around	begin to learn the	important religious		look at holy texts	begin to explain	share their opinion
	different countries in	them and their roles	name of important	stories	begin to look at holy	and stories,	some of the different	or express their
	the world and talk	in society	religious stories		texts and stories,	explaining meaning	ways individuals	own belief with
	about the differences			retell religious stories	explaining meaning	in a story	show their beliefs	respect and
	they have		begin to retell	and suggest	in a story			tolerance for
	experienced or seen		religious stories and	meanings in the story			to begin to share	others
			suggest meanings in		express their beliefs		their opinion or	
			the story		in different forms,		express their own	
					with respect for		belief with respect	
					others' beliefs and		and tolerance for	
					comparing beliefs		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

			Ir	npact (End po	ints)			
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
By end of the Summer Term	Nursery         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	ReceptionChildren in Receptionwill be able to:> build constructiveand respectfulrelationships withpeers and othersaround them> express and discusstheir feelings andconsider the feelingsof others> see themselves as avaluable individualand talk about whatmakes them unique> think about theperspectives of others> talk about membersof their immediatefamily and community	Year 1 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	Year 2 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	Year 3 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	Year 4 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	Year 5 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	Year 6 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
	attitudes about the differences between people	> name and describe people who are familiar to them	feel > think about why a place of worship might be important to different people	and non-religious ceremonies > talk about their experiences of attending	pilgrimage is > name places of pilgrimage and describe, with support, the	religious believers fast > understand how food is used for celebration in	<ul> <li>&gt; give an explanation</li> <li>of what the true</li> <li>meaning of</li> <li>Christmas</li> <li>is for Christians</li> </ul>	<ul> <li>&gt; explain the meaning of advent and how Christians prepare</li> <li>&gt; explain how</li> </ul>
	>know that there are different countries in the world and talk about the differences they have experienced or seen	<ul> <li>recognise that</li> <li>people have different</li> <li>beliefs and celebrate</li> <li>special times in</li> <li>different ways by</li> <li>discussing the</li> </ul>	> compare and contrast rituals from more than one religion	ceremonies > give an example of a place that is special to them > explain what a place of worship is	significance of these pilgrimages	different religions > explain how different religions view peace and make comparisons in	<ul> <li>&gt; explain the importance of love at Christmas time in Christianity</li> <li>&gt; explain how God took human form</li> </ul>	Christians in different countries celebrate Christmas differently

>develop their sense of responsibility and membership of a community by talking about other religions and the school valuesdifferences between life in other countries by describing Antarctica and Indiadifferences between life in other countries by describing Antarctica and Indiato believersmeant by 'forgiveness'to list events in their own life and similarities and differences between what Jews > understand the and Buddhists believe about forgivenesscommitments in their own life and Buddhists believe about forgivenessto list events in their own life and y identify some similarities and differences believe about forgivenessto list events in their own life and y identify some similarities and differences believe about forgivenessto list events in their own life and y identify some similarities and differences believe about by christians and or reflect on > understand dause key vocabulary related to the concept of moral choices we eternitymeant by to list events in their own life and Buddhists believe about believe about forgivenesscommitments in their own life and choices we eternity	in unequile to London	featively of Diruch		towns of similarities	and its increasing a	> auntain tha
relevant to them       Easter       > talk about why and how people celebrate a beginning or an ending using works like some places are synchic the community by talking about the community by talking about the community by talking about the church, mosque and temple       > understand that some places are ending and reflect upon these practices       > participate in a two and be able to name at least to or the community by talking about the church, mosque and temple       > talk about an and begin to think about an abog to think about how endings committee and beginnings       > explain how some religions focus on these practices       > participate in a two of the to name at least to or the community of the community by talking about the church, mosque and temple       > temple       > cesplain how to the about and begin to think about how endings committee and the school walues of Sikhi about the control of the commismite beginnings       > explain how to the about and temple       > recognise some similarities and differences between life in this country and life in other countries by describer the religions and the school values and that by describer the religions and the school values and that school values and the school values a	-					-
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the ideas of contrast some					the ideas of	contrast some
mortality and creation stories					mortality and	creation stories
						> explain why Jews
						and Christians have
what worship is and the same creation						the same creation
begin to make the story						
					-	> express their own
and worship values while					and worship	
> look at the respecting the						
					importance of music.	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
			freedom restricted	
				same and different
				values by
				exploring the
				choices that people
				might make in
				situations and comparing that to
				their own