



	Nursery	Reception	YEAR 1	YEAR 2
	Christian	nity	Christianity , Judaism	Christianity, Hinduism (2 year cycle)
ge ving)	To listen and respond to religious stories.  To speak simple technical	To have some knowledge of religious stories studied.	To have simple knowledge of some of the beliefs and practices of specific religions studied.	To have simple knowledge of some of the beliefs, teaching/stories and practices of specific religions studied.
Substantive Knowledge (Believing, expressing, living)	language	To become familiar with simple technical language	To understand simple technical language	To use simple technical language  To have simple knowledge of why these beliefs and practices may be important to people.  To have simple knowledge of some of the similarities and differences between and
	Cod Draw / manuar	Cad Dept/page on Delians/holiaf Appela	Cad Draw/manage Daliana/haliaf Angala	within the religious and non-religious worldviews they learn about.
Key Vocabulary	God, Pray/prayer, Believe/belief, Believe Christmas Bible Angel Star	God, Pray/prayer, Believe/belief, Angels, Holy, Festival, Celebration, Belonging  Sacred Holy Treat Respect Rules Nativity Bethlehem Angel Gabriel Saviour Innkeeper Stable Manger Shepherd Gold Frankincense Myrrh	God, Pray/prayer, Believe/belief, Angels, Holy, Festival, Celebration, Belonging God, Jesus, Bible, Christian, Miracle, , Christmas, Nativity, Easter, Cross, Church, Vicar, Altar, Pew, Torah, Star of David, Shabbat, Challah, Sukkot, Hanukkah, , Synagogue, Passover,	God, Pray/prayer, Believe/belief, Angels, Holy, Festival, Celebration, Belonging God, Jesus, Bible, Christian, Miracle, Parable, Disciple, Christmas, Nativity, Easter, Cross, Church, Vicar, Altar, Pew, Font, Baptism & Christening, Wedding Hindus, Brahman, Vishnu, Brahma, Shiva, Rama Sita, Divali, Holi, Rangoli,
Critical thinking	To question.	To ask simple questions about their learning.	To respond to the material they have learnt about, pupils can raise questions, express their opinions and back them up with simple reasons.	To respond to the material they have learnt about, pupils can raise questions, express their opinions and back them up with simple reasons.
Reflection	School prayer	School prayer	School prayer	School prayer
Whole School approach to Christmas/Easter	Let's find out about the Christmas story.  Let's find out about the Easter story.	Let's find out about the Christmas story. Let's find out about Christmas celebrations in churches.  Let's find out about the Easter celebrations in churches.	Why are gifts given at Christmas? What matters most at Christmas? What gifts did the wise men bring? What is the Easter story?	Good news. Good news and how we celebrate it.  How do Christians celebrate Easter?

ucational	Strong links with local church	Strong links with local church	Strong links with local church	Strong links with local church
<u> </u>	Year 3 (2 year cycle)	Year 4 (2 year cycle)	YEAR 5	Year 6
	Christianity, Hinduism	Christianity, Religious diversity	Christianity, Judaism	Christianity, Religious diversity (Local
		(Humanism)		Muslim study)

Thorpe Hesley Religious Education Progression Map

	To be able to describe	To be able to describe some of the	To have a good knowledge and	To have more detailed <b>knowledge and</b>
	some of the beliefs and	beliefs, teachings and expressions of	understanding of the concepts (beliefs,	understanding of the concepts (beliefs,
	teachings within the	beliefs within the religions studied.	teachings, sources of authority,	teachings, sources of authority,
	religions studied.		expressions of belief and the impact of	expressions of belief and the impact of
		To say how these (above) have had an	beliefs on the lives of individuals and	beliefs on the lives of individuals and
(Bu	To say how these beliefs	impact on individuals and communities.	communities) across religious and non-	communities) across several religious and
ge i≺ir	and teachings have had an	·	religious worldviews.	non-religious worldviews.
led g, E	impact on individuals and	To begin to make connections between		
ow sing	communities.	these concepts.	To use wide-ranging technical vocabulary.	To competently use wide-ranging
K es		·		technical vocabulary.
× ve	To begin to make some	To identify some patterns between or	To have a good knowledge of the	,
Substantive Knowledge (Believing, expressing, living)	connections between these	within religions (a range of religious and	diversity of religious and non-religious	To have a sound knowledge of the
)sta	concepts.	non-religious worldviews)	worldviews within the local, national and	diversity of religious and non-religious
Suk	·	,	global context.	worldviews within the local, national and
Be a	To identify some patterns	To compare and find similarities and		global context.
	between religious and non-	differences.	To show good understanding of	
	religious worldviews.		similarities and differences between them.	To show a sound understanding of
	3			similarities and differences between
	To compare and find			them.
	similarities and differences.			
		Salvation. Resurrection, Judas, Pontius Pilate,	Holy Land, Jerusalem. Resurrection, Judas, ,	Holy Land, Jerusalem. Resurrection, Judas, ,
		oly Spirit, Gospels, Hymn, Holy communion, , Advent	Crucifixion, Abbey, Cathedral, Scripture Trinity,	Crucifixion, Abbey, Cathedral, Scripture Trinity,
			Father, Son, Holy Spirit, Gospels, Hymn, Holy	Father, Son, Holy Spirit, Gospels, Hymn, Holy
	Hindus, Brahman, Vishnu, Brahma, S	Shiva, Rama Sita, Divali, Holi, Rangoli, , Mandir,	communion, Eucharist, Lectern, Sermon, Advent	communion, Eucharist, Lectern, Sermon, Advent
>	Shrine,	, , , , , , , , , , , , , , , , , , , ,		, , , , ,
<u>a</u>				Five Pillars of Islam - Shahadah (profession of
apı			Torah, Star of David, Shabbat, Challah,	faith) - Salahj (prayer) - Zakat (alms, charity) -
) (			Sukkot, Hanukkah, Menorah, Mezuzah,	Sawm (fasting) - Hajj (pilgrimage) Hijab,
Key Vocabulary			Synagogue, Passover, Pesach, Seder Plate,	Ramadan, Charity, Fasting, Muslim, Allah, 99
<b>~</b>			, , , ,	names, Muhammed, Messenger, Qur'an, Angel
			Rosh Hashanah, Yom Kippur, Kippah	Jibril, Mosque, Salah, Mecca, Kaaba, Crescent
				Moon, Prayer Mat, Prayer Beads, Call to Prayer,
				Ramadan, Eid-ul-Fit

	T 1 0			
	To raise questions.	In response to the material they learn	In response to the material they learn	In response to the material they learn
	To oversee their eninions	about, pupils can raise questions, express	about, pupils can raise debatable	about, pupils can raise controversial
	To express their opinions	their opinions and support these with	questions.	questions.
	and support these with sensible reasons.	plausible reasons.	To express their eninions and use sound	To use a range of outpute to express their
ō	sensible reasons.	To recognize that others may think	To express their opinions and use sound	To use a range of outputs to express their
ķi	To recognize that others	To recognise that others may think differently and have different opinions.	reasons to back these up.	opinions and use sound reasons to back
Critical thinking	To recognise that others may think differently and	differently and have different opinions.	To show appreciation of different	these up.
<u>8</u>	have different opinions.		perspectives, recognising the reasons	To show appreciation of different
ij	nave different opinions.		given to support these viewpoints (see	perspectives, recognising the reasons
Ö			both sides of an argument).	given to support these viewpoints (see
	Plausible = reasonable or	Plausible = reasonable or probable	both sides of all argument).	both sides of an argument).
	probable without	without necessarily being so, persuasive	Sound = reliable, competent.	both sides of all argumenty.
	necessarily being so,	without hoocooding boing so, perductive	Gouria – ronabio, competerit.	Sound = reliable, competent.
	persuasive			Gourra – ronabio, competerit.
	School prayer	School prayer	School prayer	School prayer
Reflection				
efle				
œ				
s/ to	Symbolism of light at	Journeys. The Christmas journey. Life as	Peace. Message of Christmas peace and	The meaning of the Christmas. Incarnation
ole ool ach to mas/ ter	Christmas	a journey	Peace. Message of Christmas peace and living in peace with others.	Why are Good Friday and Easter Day the
Whole ichool roach to ristmas/=aster	Christmas What do Christianst	a journey Why is Lent such an important period for	living in peace with others.	
Whole School approach to Christmas/ Easter	Christmas What do Christianst remember on Palm	a journey	living in peace with others.  Why is the last supper so important to	Why are Good Friday and Easter Day the
Whole School approach to Christmas/ Easter	Christmas What do Christianst remember on Palm Sunday?	a journey Why is Lent such an important period for Christians?	living in peace with others.  Why is the last supper so important to Christians?	Why are Good Friday and Easter Day the most important days for Christians?
-	Christmas What do Christianst remember on Palm Sunday? Strong links with local	a journey Why is Lent such an important period for	living in peace with others.  Why is the last supper so important to	Why are Good Friday and Easter Day the
-	Christmas What do Christianst remember on Palm Sunday?	a journey Why is Lent such an important period for Christians?	living in peace with others.  Why is the last supper so important to Christians?	Why are Good Friday and Easter Day the most important days for Christians?
-	Christmas What do Christianst remember on Palm Sunday? Strong links with local	a journey Why is Lent such an important period for Christians?	living in peace with others.  Why is the last supper so important to Christians?	Why are Good Friday and Easter Day the most important days for Christians?
Whole School approach to Christmas/	Christmas What do Christianst remember on Palm Sunday? Strong links with local	a journey Why is Lent such an important period for Christians?	living in peace with others.  Why is the last supper so important to Christians?	Why are Good Friday and Easter Day th most important days for Christians?

## Disciplinary knowledge

The connections, theories, similarities and differences children can apply to their thinking when discussing religions and world views and the impact these have on people's lives.