

Overstone Primary School – Curriculum Progression Map for Religious Education.

Year	Term	Topic	Key learning objectives
R	Autumn 1	Ourselves, our families and our communities: Where do we belong?	<ul style="list-style-type: none"> • What does it mean to belong in my daily life? • What is a group and what groups do all of the children belong to? • In what way is our class a group and how do we show we care for each other? • What does it mean to belong to a religion? • What does it mean to belong to Christianity? • What does it mean to belong to Judaism? • What is special about belonging to a religion?
R	Autumn 2		
R	Spring 1	Celebrations and Special Times	<ul style="list-style-type: none"> • What special times have you shared with your family? • What happens at a wedding and how is it special? • How do Christians celebrate the birth of a child? • How do Muslims celebrate a new baby? • How do Sikhs celebrate a new baby?
R	Spring 2		
R	Summer 1	Special Books: What can we learn from stories from different religions?	<ul style="list-style-type: none"> • What makes a book or story special? • Why is the Bible special to Christians? • Why do Christian people use prayer books? • Why is the Qur'an special to Muslims? • What can we learn from the story of Noah's Ark? • What can we learn from the story of Zaccheus? • What can we learn from the story of Rama and Sita?
R	Summer 2		

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1	Autumn 1 Autumn 2	People in Christianity: What can we learn from Jesus and St. Francis?	<p>All children will be able to:</p> <ul style="list-style-type: none"> • Talk about how Christians try to copy Jesus (AT1) • Recount outlines of stories from the life of Jesus (AT1) • Recall outlines of the life of St Francis (AT1) • Talk about being thankful, being generous or being good (AT2) <p>Most children will be able to:</p> <ul style="list-style-type: none"> • Use the word ‘inspiring’ for themselves (AT1) • Identify and describe how Christians follow Jesus’ teachings (AT1) • Retell stories about Jesus and identify some religious beliefs in them (AT1) • Retell some of the experiences of St Francis (AT1) • Identify what might be inspiring in the stories (AT2) • Respond sensitively to questions about who has inspired them, for example, to be thankful, to be generous or to be kind (AT2) <p>Some children will be able to:</p> <ul style="list-style-type: none"> • Describe a way a Christian might be inspired by a story from their faith (AT1) • Use religious vocabulary such as ‘Lord’ to describe who inspires Christians (AT1) • Describe who inspires them, and say simply why (AT2) • Make links between their own ideas about being inspired and a religious idea (AT2)
1	Spring 1	Questions about God: How do a Christian’s ideas about God compare with my own?	<p>All children will be able to:</p> <ul style="list-style-type: none"> • Use their senses to explore and ask questions about religious stories, pictures and artefacts. (AT1) • Identify simply some of the ways in which Christians describe the characteristics of God. (AT1) • Express in simple terms their own thoughts about God. (AT2) <p>Most children will be able to:</p> <ul style="list-style-type: none"> • Retell a story from the Bible that helps Christians understand a characteristic of God. (AT1) • Describe what messages and meanings are expressed through some religious symbols. (AT1) • Express some reasons for their current thinking about God. (AT2) <p>Some children will be able to:</p> <ul style="list-style-type: none"> • Make connections between a religious story and some religious beliefs. (AT1) • Make links between religious symbols or stories and beliefs that

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			<p>underlie them. (AT1)</p> <ul style="list-style-type: none"> • Compare their own ideas about questions of belief in God with those of other people. (AT2)
1	Spring 2	Baptism: Why is it important to recognise the birth of a baby?	<p>All children will be able to:</p> <ul style="list-style-type: none"> • Talk about what is special and of value about belonging to a group that is important to them. • Show an awareness that some people belong to different religions. <p>Most children will be able to:</p> <ul style="list-style-type: none"> • Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers. • Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean. • Identify two ways people show they belong to each other when they get married. • Respond to examples of co-operation between different people. <p>Some children will be able to:</p> <ul style="list-style-type: none"> • Give examples of ways in which believers express their identity and belonging within faith communities, responding sensitively to differences. • Identify some similarities and differences between the ceremonies studied.
1	Summer 1	The family in Islam: How does being a Muslim make a difference to families?	<p>All children will be able to:</p> <ul style="list-style-type: none"> • Talk about the fact that Muslims believe in God (Allah) and follow the example of the Prophet Muhammad • Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr • Recognise that Muslims do not draw Allah or the Prophet, but use calligraphy to say what God is like <p>Most children will be able to:</p> <ul style="list-style-type: none"> • Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah • Re-tell a story about the life of the Prophet Muhammad. • Recognise some objects used by Muslims and suggest why they are important. • Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel. • Find out about and respond with ideas to examples of cooperation between people who are different. <p>Some children will be able to:</p>

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			<ul style="list-style-type: none"> • Make links between what the Holy Qur’an says and how Muslims behave. • Ask some questions about God that are hard to answer and offer some ideas of their own.
1	Summer 2	The family in Judaism: How does being Jewish make a difference to celebration and family?	<p>All children will be able to:</p> <ul style="list-style-type: none"> • Recognise and name the symbolic objects associated with Shabbat and the Jewish home. (AT1) • Name some religious actions/practices associated with the Jewish celebrations encountered. (AT1) • Recount outlines of some of the stories they have encountered. (AT1) • Identify aspects of their own experience and feelings in the stories studied. (AT2) • Talk about what is important to them in their own lives.(AT2) <p>Most children will be able to:</p> <ul style="list-style-type: none"> • Retell stories associated with the Jewish celebrations encountered. (AT1) • Know and begin to understand why celebrations such as Shabbat are important to Jewish people. (AT1) • Identify some religious beliefs and practices associated with the stories and celebrations. (AT1) • Respond sensitively to questions about the importance of family and celebrations in Judaism. (AT2) • Respond sensitively to questions about their own and others’ experiences and feelings. (AT2) <p>Some children will be able to:</p> <ul style="list-style-type: none"> • Describe the main practices associated with Shabbat and other Jewish celebrations. (AT1) • Make links between Jewish practices and the beliefs behind them. (AT1) • Use religious or spiritual vocabulary such as Kippah, Tallit, Kiddush, Challah, Torah, Mezuzah, Hebrew, belief. (AT1). • Make links between their own and others’ experiences and identify what influences them. (AT2).
2	Autumn 1	Places in Christianity: What makes a place special for Christian people?	<p>All children will be able to:</p> <ul style="list-style-type: none"> • Name some of the main artefacts in the church. (AT1) • Know that a church is a special place for many Christians. (AT1) • Talk about and reflect on their own special places. (AT2) <p>Most children will be able to:</p> <ul style="list-style-type: none"> • Match up some Christian beliefs to some Christian symbols and
2	Autumn 2		

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			<ul style="list-style-type: none"> artefacts. (AT1) Identify some of the main features of the sacred places they have visited. (AT1) Respond sensitively to the idea of a special place of their own and its importance. (AT2) <p>Some children will be able to:</p> <ul style="list-style-type: none"> Describe a sacred place and some of the artefacts in it. (AT1) Use religious or spiritual vocabulary such as sacred, holy, altar. (AT1) Make links between their special place and a sacred religious space. (AT2)
2	Spring 1	The Torah: How does the Torah influence the lives of Jewish people?	<p>All children will be able to:</p> <ul style="list-style-type: none"> Name the Torah as a special book for Jewish people. (AT1) Know that the Torah teaches Jewish people how to live. (AT1) Recount outlines of some of the stories they have encountered. (AT1) Identify aspects of their own experience and feelings in the stories studied. (AT2) Talk about what is important to them in their own lives.(AT2) <p>Most children will be able to:</p> <ul style="list-style-type: none"> Retell parts of stories from the Torah, such as Moses and Joseph. (AT1) Identify some religious beliefs and practices associated with the stories. (AT2) Respond sensitively to questions about the Torah and about the reasons why Jewish people value it. (AT2) Respond sensitively to questions about their own and Moses' or Joseph's experiences and feelings. (AT2) <p>Some children will be able to:</p> <ul style="list-style-type: none"> Describe some of the teachings and religious beliefs found in the Torah and how they are followed. (AT1). Use religious or spiritual vocabulary such as Torah, yad, Sefer Torah, Hebrew, belief. (AT1). Make links between their own and others' experiences and identify what influences them. (AT2).
2	Spring 2		
2	Summer 1	Books and Stories in Christianity: What do Christians learn from the Bible?	<p>All children will be able to:</p> <ul style="list-style-type: none"> Name the Bible as the special book for Christians. (AT1) Recall some of the stories in the Bible. (AT1) Talk about a favourite story from those studied. (AT2) <p>Most children will be able to:</p> <ul style="list-style-type: none"> Retell a story Jesus told and what it means to a Christian person. (AT1)
2	Summer 2		

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			<ul style="list-style-type: none"> • Identify things that are important to themselves. (AT2) • Respond sensitively to stories about people from the Christian religion. (AT2) <p>Some children will be able to:</p> <ul style="list-style-type: none"> • Make a link between how a Bible story is used in church and how it may have an impact on a Christian child. (AT1). • Use religious or spiritual vocabulary such as Bible, New Testament, Old Testament, parable (AT1). • Ask some questions and suggest some answers about how the Bible influences Christians and what influences me. (AT2).
3	Autumn 1	Peace – Why should we give it a change?	<p>All children will be able to:</p> <ul style="list-style-type: none"> • Tell someone how individuals have put their beliefs about peace into action. (AT1) • Identify beliefs about peace in some teachings and practices. (AT1) • Respond sensitively to others' experiences and feelings about peace. (AT2) <p>Most children will be able to:</p> <ul style="list-style-type: none"> • Describe simply how people/groups try to promote peace. (AT1) • Use religious or spiritual vocabulary such as peace, nonviolence and ahimsa. (AT1) • Make links between their own values and their behaviour and those held by others. (AT2) <p>Some children will be able to:</p> <ul style="list-style-type: none"> • Use a widening religious vocabulary to show that they understand similarities and differences between Christian and Hindu views of peace. (AT1). • Use the vocabulary learned in RE, to show their understanding of the concept of peace. (AT1) • Apply ideas about what peace means to them in their own lives. (AT2)
3	Autumn 2	Christmas – Is it a festival of light or love?	<p>All children will be able to:</p> <ul style="list-style-type: none"> • Identify Christmas as a Christian festival and describe some of the ways that Christians might celebrate it (AT1) • Retell stories associated with Christmas and identify some religious beliefs and teachings in them (AT1) • Identify some religious practices that are characteristic of more than one religion (AT1) • Suggest meaning in Christian symbols, language and stories (AT1) • Respond sensitively to the experiences and feelings of other, including those of Christians (AT2).

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			<p>Most children will be able to:</p> <ul style="list-style-type: none"> • Be able to retell the events of the Christmas story (AT1) • Describe special events that give structure to their own lives (AT1) • Describe how Advent and Christmas, as well as other major festivals, give structure to the Church year (AT1) • Describe some Christian beliefs and teachings and how features of these are exemplified in the way Christmas is celebrated (AT1) • Make links between Christian symbols, language and stories and the beliefs/ideas that underlie them (AT1) • Compare their own experiences with those of others, including Christians (AT2) • Make links between their values and commitments and their own attitudes or behaviour (AT2) <p>Some children will be able to:</p> <ul style="list-style-type: none"> • Identify some experiences, for example Jesus' birth, which causes people to wonder and question, including questions which are difficult to answer (AT1) • Describe key beliefs and teachings of Christianity connecting them accurately (AT1) • Make some comparisons between Christmas and a major festival from another religion (AT1) • Show understanding of what being a Christian involves in relation to events of the Church Year (AT1) • Show how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for some symbols, stories and language using technical terminology (AT1) • Ask questions and suggest answers from their own and others' experiences about the significant experiences of Christians (AT2)
3	Spring 1	Spiritual Art – How do people express their spiritual beliefs through the arts?	<p>All children will be able to:</p> <ul style="list-style-type: none"> • Retell some Bible stories through drama, giving some thought to characters' actions (AT1). • Identify some meanings of church liturgical colours (AT1). • Respond sensitively to the ideas of the artist (AT2). <p>Most children will be able to:</p> <ul style="list-style-type: none"> • Describe the symbolism and teaching behind church liturgical colours (AT1). • Use religious or spiritual vocabulary which expresses some of the feelings described in Christian writing and expressed through art (AT1). • Make links between story and values in Christianity and in their own

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			<p>experience (AT2).</p> <p>Some children will be able to:</p> <ul style="list-style-type: none"> • Use a widening religious vocabulary to show that they understand the way that key events in the Christian calendar relate to church liturgical colours and the feelings and ideas expressed (AT1). • Apply ideas from the Christian art forms studied to their own life experience (AT2)
3	Spring 2	Easter – Is it a festival of new life or sacrifice?	<p>All children will be able to:</p> <ul style="list-style-type: none"> • Retell the events of the Easter story. (AT1) • Identify the importance of certain elements of the Easter story to Christians. (AT1) • Respond sensitively to the experiences and feelings of others. (AT2) <p>Most children will be able to:</p> <ul style="list-style-type: none"> • Describe some examples of sacrifice from the Easter story. (AT1) • Use religious or spiritual vocabulary such as ‘sacrifice’, ‘temptation’. (AT1) • Make links between ideas in the stories and their own experiences. (AT2) <p>Some children will be able to:</p> <ul style="list-style-type: none"> • Use a widening religious vocabulary to show that they understand the importance and impact of the Easter story on Christians. (AT1) • Use the vocabulary learned in RE, to show their understanding of sacrifice and new life. (AT1) • Apply ideas from the Easter story to their own experiences. (AT2)
3	Summer 1	Islam – Keeping the five pillars, what difference does it make?	<p>All children will be able to:</p> <ul style="list-style-type: none"> • Retell stories from Islam and identify some religious beliefs and teachings in them (AT1) • Identify some key religious practices of Islam and know that such practices may be characteristic of more than one religion (AT1) • Suggest meanings in religious symbols, language and stories (AT1) • Respond sensitively to the experiences and feelings of others, including Muslims (AT2) <p>Most children will be able to:</p> <ul style="list-style-type: none"> • Describe some of the ways that Muslims express their beliefs (AT1) • Show the links between religious stories and beliefs (AT1) • Use religious or spiritual vocabulary to describe the different parts of the Mosque and their significance (AT1) • Make links between their own beliefs, values and the way they live, and those of a Muslim (AT2)

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			<p>Some children will be able to:</p> <ul style="list-style-type: none"> • Use a widening religious vocabulary to show that they understand key beliefs of Islam and begin to explain the effect those beliefs have on the life of a Muslim (AT1) • Use the vocabulary learned in RE to show their understanding of the significance of the main parts of a mosque and compare them to other places of worship they have studied (AT1) • Show understanding of the effect that teaching from a sacred text has on how a Muslim might choose to behave (AT1) • Suggest the meaning and beliefs demonstrated through festival, fasting and pilgrimage (AT1) • Apply ideas from Islam on charity, community, God and guidance to their own ideas, commitments, beliefs and responsibilities (AT2)
3	Summer 2	How do Muslim and Jewish people pray?	<p>All children will be able to:</p> <ul style="list-style-type: none"> • Describe simply how Jews, Hindus and Muslim pray • Make links between different kinds of prayers and different emotions and feelings • Suggest some puzzling questions about prayer and consider some answers <p>Most children will be able to:</p> <ul style="list-style-type: none"> • Use the right words to describe the impact of prayer in two religions • Show that they understand why prayer is important in Islam and Judaism • Apply the idea that silence is good for you to the topics of prayer and to their own lives <p>Some children will be able to:</p> <ul style="list-style-type: none"> • Explain how prayer is connected to belief about God for Jews, Hindus and Muslims • Express their own views about the idea that ‘prayer is the most important religious ritual’ referring to Jewish, Hindu and Muslim understanding.
4	Autumn 1	Light and Dark – What do	<p>All children will be able to:</p>

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4	Autumn 2	these symbols mean?	<ul style="list-style-type: none"> • Retell religious stories and identify some religious beliefs. (AT1) • Suggest meanings in religious symbol, especially those associated with light and darkness. (AT1) • Identify some simple similarities between the use of the symbol of light in different faiths. (AT1) • Respond sensitively to the symbols other people use and treasure. (AT2) <p>Most children will be able to:</p> <ul style="list-style-type: none"> • Describe the teaching of two different religions about light and dark, good and evil (AT1) • Use religious or spiritual vocabulary about symbolism to describe the meanings of light in different festivals. (AT1) • Make links between symbols and stories with reference to two different festivals or celebrations. (AT2) • Make links between religious symbols, language and stories and the beliefs or ideas which underlie them. (AT2. Compare their own and others' experiences and feelings. (AT2) <p>Some children will be able to:</p> <ul style="list-style-type: none"> • Use a widening religious vocabulary to show that they understand how symbols of light and dark carry meaning in different festivals. (AT1) • Use the vocabulary learned in RE to show their understanding of links between light and dark, good and evil. (AT1) • Apply ideas from different religions for themselves to make sense of symbolism. (AT2) • Show how religious beliefs, ideas and feelings can be expressed in various ways and give meanings for some symbols, language and stories. (AT2)
4	Spring 1	Why is Jesus an inspirational leader for some people?	<p>All children will be able to:</p> <ul style="list-style-type: none"> • Use religious words and phrases, such as parable and miracle, to identify key aspects of Jesus' life and teachings (AT1) • Show awareness of how different people describe Jesus (AT1) • Retell some stories of Jesus (AT1) • Identify how Jesus has been represented in different ways (AT1) • Suggest a meaning from a story of Jesus or a symbol of Jesus (AT2) • Respond sensitively to questions about the importance of Jesus for themselves and others (AT2) <p>Most children will be able to:</p> <ul style="list-style-type: none"> • Use a developing religious vocabulary - such as resurrection, forgiveness – to describe key aspects of Jesus' life and teachings (AT1)

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			<ul style="list-style-type: none"> • Begin to identify the impact that believing in Jesus has on a Christian's life (AT1) • Describe some ways in which Jesus has been represented in art or music (AT1) • Make links between some Christian beliefs and some stories about Jesus found in the New Testament (AT2) • Ask and consider some important questions of their own about Jesus, making links between their own and others' responses (AT2) <p>Some children will be able to:</p> <ul style="list-style-type: none"> • Use a developing religious vocabulary, to show their understanding of what Jesus means to Christians (AT1) • Describe simply some different interpretations of Jesus' teaching and life (AT1) • Show that they understand why Jesus is portrayed in many different ways in art (AT1) • Make connections between some New Testament stories about Jesus and Christian beliefs (AT2) • Raise and suggest answers to questions about the importance of Jesus and the impact that believing in him would have on a believer's values and commitments (AT2)
4	Spring 2	What matters most to Christians and Humanists?	<p>All children will be able to:</p> <ul style="list-style-type: none"> • Retell some simple stories of values. (AT1) • Identify the values found in the stories. (AT1) • Suggest meanings in the stories they study. (AT1) • Respond sensitively to questions about their own values. (AT2) <p>Most children will be able to:</p> <ul style="list-style-type: none"> • Describe the ideas of Humanists simply. (AT1) • Describe some Christian and Humanist values simply. (AT1) • Use vocabulary such as 'values', 'right and wrong' and 'good and bad'. (AT1) • Make links between their own behaviour and the values they hold, and the values they study. (AT2) <p>Some children will be able to:</p> <ul style="list-style-type: none"> • Use a widening religious vocabulary to show that they understand similarities and differences between Humanist and Christian values. (AT1) • Apply ideas about what really matters for themselves, including ideas about love, forgiveness, truth, consequences and honesty. (AT2)
4	Summer 1	What difference do	All children will be able to:

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		<p>Christians make towards addressing some problems in the UK today?</p>	<ul style="list-style-type: none"> • Identify some Christian beliefs, teachings and practices. (AT1) • Identify some of the things that Christians do to put their faith into action. (AT1) • Listen to and respond sensitively to the beliefs, feelings and experiences of others, including Christians. (AT2) • Identify ways in which they can help others. (AT2) <p>Most children will be able to:</p> <ul style="list-style-type: none"> • Describe some Christian beliefs and teachings and their importance to followers. (AT1) • Describe how such beliefs and teachings are exemplified in practice. (AT1) • Make links between what Christians believe and what they do. (AT1) • Identify what influences their own attitudes and behaviour and compare this with the experiences of others, including Christians. (AT2) • Describe ways in which they can help others. (AT2) <p>Some children will be able to:</p> <ul style="list-style-type: none"> • Show understanding of what belonging to a religion involves. (AT1) • Show how religious beliefs, ideas and feelings can be expressed in different ways. (AT1) • Show understanding of why certain things are held to be right and wrong in Christianity. (AT1) • Ask questions and suggest answers from their own and others' experiences about the significant experiences of key figures/groups from Christianity. (AT2)
4	Summer 2	<p>Buddhism – The Buddha</p>	<p>All children will be able to:</p> <ul style="list-style-type: none"> • Know that Buddha was a human being. • Understand that the Buddha image is not worshipped as an idol. • Know that reflection and meditation are important to Buddhists. • Know about Buddha's enlightenment and the importance of the Bodhi tree. • Know that the lotus flower is a symbol of enlightenment. • Experience a short meditation exercise to appreciate difficulties and benefits. • Consider someone special to each member of the class. <p>Most children will be able to:</p> <ul style="list-style-type: none"> • Know that traditional postures and positions of the Buddha have meaning and understand that the Buddha image communicates values e.g. tranquillity, compassion. • Know the festival of Wesak celebrates the birth, enlightenment and

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			<p>passing away of the Buddha.</p> <ul style="list-style-type: none"> • Know that the Buddha was born a prince and that he wanted to find answers to the problem of suffering and dissatisfaction in life. • Know that the Buddha spent 6 years in the forest learning meditation. <p>Some children will be able to:</p> <ul style="list-style-type: none"> • Know that Buddhists believe that ‘all things change’. • Know ways in which suffering can be eased, e.g. know the moral drawn from the Angulimala story from the life of the Buddha. • Identify challenges they have to face and reflect on how they would respond to the Buddha’s challenge to change their lives. • Recall information about Buddha and his concern to find an answer to the problems of suffering and dissatisfaction in life.
5	Autumn 1	Stories of Faith	<p>All children will be able to:</p> <ul style="list-style-type: none"> • Use a developing religious vocabulary, such as Bible, sacred, holy, creation, choice, innocence, right and wrong, to describe what the Bible stories studied mean to Christian people (AT1) • Begin to identify the impact of the Bible on Christian people: what difference does it make to life? (AT1). • Describe some ways in which God is active in the Bible stories (AT1) • Make links between some of the themes of the stories (e.g. choice and innocence, obedience and safety, jealousy and trust) and experiences of their own (AT2) • Recognise that these stories are shared by Christians and Jews, and that Muslim have many stories of these Prophets as well (AT2) • Ask and consider some important questions of their own about Bible stories, their meanings and their own experiences (AT2) <p>Most children will be able to:</p> <ul style="list-style-type: none"> • Use a developing religious vocabulary, including ideas such as guidance, comfort, strength or inspiration to show their understanding of the impact belief in the Bible can have on Christian people (AT1) • Describe some different ideas about the meanings of Bible stories (AT1) • Show that they understand some reasons why the Bible is a best seller (AT1) • Apply ideas like guidance or inspiration to their own chosen ‘favourite words’ (AT2) • Apply their own views to the ways these stories are shared by different religions – Jews, Christians and Muslims (AT2) • Raise and suggest answers to questions about the Bible and its place and use in Christian communities (AT2).
5	Autumn 2		

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			<p>Some children will be able to:</p> <ul style="list-style-type: none"> • Explain how religious sources, such as the Bible, are used to provide authoritative answers to ultimate questions and ethical issues such as choice and innocence, the nature of the environment etc (AT1) • Use an increasingly wide religious vocabulary to explain the impact of beliefs upon individuals and communities, with particular reference to Christians (AT1) • Pose and suggest answers to, questions of sacredness, identity, meaning, purpose and truth, as identified in the stories, relating them to their own and others' lives (AT2) • Explain what inspires and influences them, expressing their own and others' views about the challenges of belonging to a religion (AT2).
5	Spring 1	Sikhism	<p>All children will be able to:</p> <ul style="list-style-type: none"> • Describe the teaching of Guru Nanak. (AT1) • Use religious or spiritual vocabulary such as symbolism, sacred. (AT1) • Make links between Sikh beliefs and the way Sikhs behave. (AT2) <p>Most children will be able to:</p> <ul style="list-style-type: none"> • Show understanding of how Amrit feels to a Sikh person and make connections to a similar ceremony in another faith. (AT1) • Use the vocabulary learned in RE, to show their understanding of worship. (AT1) • Apply ideas from the Sikh Code of Conduct to their own lives, giving reasons and examples. (AT2) <p>Some children will be able to:</p> <ul style="list-style-type: none"> • Explain the impact for a Sikh of believing that all humans are equal and there is only one God. (AT1) • Explain some similarities and differences between Sikh worship and Christian or Muslim worship. (AT1) • Explain some ways in which they show their beliefs and values in the way they live. (AT2) • Express thoughtful views about self sacrifice. (AT2) • Use accurately and thoughtfully the language of spirituality and morality to explain their responses to questions about equality. (AT2)
5	Spring 2		
5	Summer 1	Beliefs and Actions in The World	<p>All children will be able to:</p> <ul style="list-style-type: none"> • Describe a project of Christian Aid or Islamic Relief (AT1) • Make a link between religious beliefs and texts and the actions of religious charities. (AT1) • Make a link between their own ideas about wealth and poverty and the work of one of the charities. (AT2).
5	Summer 2		

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			<p>Most children will be able to:</p> <ul style="list-style-type: none"> Describe a project of Islamic Relief and a project of Christian Aid, making links between the beliefs and actions of Muslims and Christians. (AT1) Show that they understand why Muslims and Christians might support the charities. (AT1) Show that they understand the different priorities of the charities, applying their learning to the role play task below. (AT2) Apply the ideas of generosity and charity to their own attitudes to money. (AT2) <p>Some children will be able to:</p> <ul style="list-style-type: none"> Explain some similarities and differences between the work of the two charities and give reasons for this. (AT1) Use the terminology of Islam and Christianity to explain the impact of some projects of each of the two charities. (AT1) Explain clearly their own views about the differences and similarities between the charities. (AT2)
6	Autumn 1	Words of Wisdom	<p>All children will be able to:</p> <ul style="list-style-type: none"> Describe what they have learned about Sikhs, Muslims or Christians. (AT1) Identify some things that have influenced their ideas about spiritual questions. (AT1) Make a link between a spiritual or religious idea and an idea of their own. (AT2) Ask important questions of their own about spiritual and religious ideas. (AT2) <p>Most children will be able to:</p> <ul style="list-style-type: none"> Use religious vocabulary to show their understanding of examples of Sikh, Muslim or Christian wisdom. (AT1) Suggest varied answers to questions about meaning and purpose in the wisdom of the religions studied. (AT1) Apply ideas of their own to understand wisdom from different religions. (AT2) Describe clearly the wisdom that inspires me. (AT2) <p>Some children will be able to:</p> <ul style="list-style-type: none"> Explain clearly some examples of similarities and differences in the wisdom of 3 religions. (AT1) Relate their questions and answers about wisdom in life to the teachings of Sikhs, Muslims and Christians. (AT1) Explain clearly how and why religious wisdom has inspired or
6	Autumn 2		

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			<p>influenced them. (AT2)</p> <ul style="list-style-type: none"> Express their own views on the wisdom and challenges of the religions studied. (AT2)
6	Spring 1	Buddhism – Buddhist Teaching	<p>All children will be able to:</p> <ul style="list-style-type: none"> Know that the main message of Buddhist teaching is that life involves suffering and the Buddha found a way to end suffering. Know that Buddhist stories exemplify Buddhist teachings. Know that Buddha's ideas about suffering are found in the Four Noble Truths. Know the importance of good values in Buddhism. Identify the difference between guidelines and rules. <p>Most children will be able to:</p> <ul style="list-style-type: none"> Explore and share feelings about different types of suffering today. Consider a time when they wanted something very badly and the consequences of this wanting. Know the First Noble Truth – life involves suffering. Know the second Noble Truth – ‘suffering is caused by wanting’. Know that the last 2 Noble Truths teach about the Noble Eightfold Path. Know the 8 spokes of the wheel and steps of the path. Know that the Buddha has given some guidelines on behaviour which should form attitudes of mind called the Five Moral Precepts. Know one story that exemplify Buddhist teachings and understand the teaching that lies behind the story. <p>Some children will be able to:</p> <ul style="list-style-type: none"> Understand the issues around the first 2 of the Noble Truths and that they are a set of 'effect' with its 'cause'. Know that the Noble Eightfold Path is the way to end suffering and become enlightened. Know that the Eightfold Path can be grouped into 3 main sections, for body, speech and mind. Know how the Monkey King demonstrated compassion for his monkeys in the Buddhist Jataka Tale. Know stories that exemplify Buddhist teachings and understand the teaching that lies behind the story.
6	Spring 2		
6	Summer 1	Hinduism	<p>All children will be able to:</p> <ul style="list-style-type: none"> Describe the ways in which Hindus worship, suggesting why it is important to them. (AT1) Describe worship within the Mandir, a Hindu home or at a festival, using some religious words accurately, and know the names of some Hindu
6	Summer 2		

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			<p>deities. (AT1)</p> <ul style="list-style-type: none">• Make links between ways of belonging to a Hindu community, and their own experiences of ritual, festivals and celebrations. (AT2) <p>Most children will be able to:</p> <ul style="list-style-type: none">• Use a widening religious vocabulary linked to Hinduism when expressing ideas about Hindu beliefs and festivals, identifying similarities and differences with other religions. (AT1)• Respond to a range of questions relating to the meanings and purposes of Hindu worship. (AT1)• Apply ideas for themselves about the triumph of light over darkness and good over evil, to new examples. E.g. What would change if good triumphed over evil in Northamptonshire today? (AT2) <p>Some children will be able to:</p> <ul style="list-style-type: none">• Use an increasingly wide religious vocabulary to explain the impact of beliefs upon individual Hindus and communities. (AT1)• Describe some of the reasons why people belong to religions. (AT1)• Pose and suggest answers to, questions of sacredness, identity, belonging, meaning, purpose and values and commitments, relating them to their own and others' lives. (AT2)
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