

RE Progression Map

Religious Education Intent

RE at St Oswald's will help pupils to:

- Think theologically and engage with a range of ultimate questions of life and death, meaning and purpose.
- Reflect critically and ask questions about world faiths and world views and wider issues within RE.
- See how Christianity is relevant today and face the challenge of Jesus' teaching in a pluralist and global community.
- Develop the skills to appropriately handle sacred texts and stories.
- Recognise that faith is not based on a positive balance of probabilities but on commitment to a particular way of understanding God and the world.
- Respond in terms of beliefs, commitments, and ways of living.
- Develop a sense of themselves as significant, unique, and precious.
- Develop independence; the ability to think for themselves, ask questions, evaluate ideas and work constructively with others.
- Experience the breadth and variety of the Christian community.
- Understand that there are similar and opposing religious viewpoints.
- Engage in thoughtful dialogue with other faiths and traditions.
- Become active citizens, serving their neighbour.
- Find a reason for hope in a troubled world.
- Understand how religious faith can sustain them in difficult circumstances and in the face of opposition.

| | Autumn 1 Unit 1 | Autumn 2 Unit 2 | Spring 1 Unit 3 | Spring 2 Unit 4 | Summer 1 Unit 5 | Summer 2 Unit 6 |
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| Year R | <p>F4 Being Special: where do we belong?</p> <p><u>Key Knowledge/Concept:</u> Understand the terms respect and belonging Understand how people care for and love us. Understand what happens at a baptism and dedication</p> <p><u>Key Skills</u> Retell stories Share own ideas</p> | <p>INCARNATION F2 Why is Christmas Special for Christians? <i>*UC - Why Christians perform Nativity plays at Christmas?</i></p> <p><u>Key Knowledge/Concept:</u> Understand that Christians believe Jesus was born at Christmas Begin to understand the word 'incarnation' as God with us.</p> <p><u>Key Skills</u> Retell stories Share own ideas</p> | <p>F6 What times/stories are special and why?</p> <p><u>Key Knowledge/Concept:</u> Understand religious words Know what the Torah the Bible are Know some simple bible stories</p> <p><u>Key Skills</u> Retell stories Share own ideas and experiences</p> | <p>SALVATION F3 Why is Easter special to Christians?</p> <p><i>*UC - Why do Christians put a cross in an Easter garden?</i></p> <p><u>Key Knowledge/Concept:</u> Understand that Christians believe that Jesus died for their sins at Easter</p> <p><u>Key Skills</u> Retell stories Share own ideas and experiences</p> | <p>F5 What places are special to us?</p> <p><u>Key Knowledge/Concept:</u> Understand what is inside a Church Understand what makes places feel safe</p> <p><u>Key Skills</u> Retell stories Share own ideas and experiences</p> | <p>GOD/CREATION F1 Why is the word 'God' important to Christians?</p> <p><u>Key Knowledge/Concept:</u> Understand who Christians believe God is Understand what makes the world a special place.</p> <p><u>Key Skills</u> Retell stories Share own ideas and experiences</p> |

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| <p>Year 1</p> | <p>CREATION 1. 2 Who do Christians say made the world?</p> <p><u>Key Knowledge/Concept:</u> Understand terms creation and creator Understand the story of creation and that Christians believe God created the world.</p> <p><u>Key Skills</u> Talk about what they learn from stories Ask questions about stories</p> | <p>1. 10 What does it mean to belong to a faith community?</p> <p><u>Key Knowledge/Concept:</u> Understand the term community (religious + non-religious). Understand how faith communities show their love.</p> <p><u>Key Skills</u> Talk about what they learn from stories Ask questions about stories</p> | <p>GOD 1. 1 What do Christians believe God is like?</p> <p><u>Key Knowledge/Concept:</u> Understand what a parable is Understand terms 'love' and 'forgive' Understand that Christians believe that God is loving and forgiving.</p> <p><u>Key Skills</u> Talk about what they learn from stories Ask questions about stories</p> | <p>1. 7 Who is Jewish and how do they live?</p> <p><u>Key Knowledge/Concept:</u> Understand the words of the Shema Prayer; how it is used and why it is important to Jews. Understand what happens at a Shabbat/Sukkot</p> <p><u>Key Skills</u> Talk about what they learn from stories Ask questions about stories</p> | <p>1. 9 How should we care for the world and for others, and why does it matter? (C, J, NR)</p> <p><u>Key Knowledge/Concept:</u> Understand that people care for the world in different ways. Understand that we need to look after the world in which we live Understand the meaning of Genesis 1</p> <p><u>Key Skills</u> Talk about what they learn from stories Ask questions about stories</p> | |
| <p>Year 2</p> | <p>1. 6 Who is a Muslim and how do they live? Part 1.</p> <p><u>Key Knowledge/Concept:</u> Recognise that there are 99 names for Allah Recognise the words of the Shahadah Recognise that Muslims use the words of the Prophet to help guide them</p> <p><u>Key Skills</u> Talk about what they learn from stories Ask questions about stories</p> | <p>INCARNATION 1. 3 Why does Christmas matter to Christians?</p> <p><u>Key Knowledge/Concept:</u> Understand that Christians believe that Jesus was God's Son Understand the term incarnation</p> <p><u>Key Skills</u> Talk about what they learn from stories Ask questions about stories</p> | <p>1. 6 Who is a Muslim and how do they live? Part 2.</p> <p><u>Key Knowledge/Concept:</u> Recognise that there are 99 names for Allah Recognise the words of the Shahadah Recognise that Muslims use the words of the Prophet to help guide them</p> <p><u>Key Skills</u> Talk about what they learn from stories Ask questions about stories</p> | <p>SALVATION 1. 5 Why does Easter Matter to Christians?</p> <p><u>Key Knowledge/Concept:</u> Understand the events of Holy Week and Easter Understand the term salvation and its importance to Christians</p> <p><u>Key Skills</u> Talk about what they learn from stories Ask questions about stories</p> | <p>GOSPEL 1. 4 What is the 'good news' Christians believe Jesus brings?</p> <p><u>Key Knowledge/Concept:</u> Recognise that the gospels stories of good news Recognise that the Bible helps show the right way to live.</p> <p><u>Key Skills</u> Talk about what they learn from stories Ask questions about stories</p> | <p>1. 8 What makes some places sacred to believers? (C, M)</p> <p><u>Key Knowledge/Concept:</u> Recognise objects from different religions and understand how they are used in worship. Recognise that some places are special and sacred.</p> <p><u>Key Skills</u> Talk about what they learn from stories Ask questions about stories</p> |
| <p>Year 3</p> | <p>CREATION/FALL L2. 1 What do Christians learn from the Creation Story? <i>(UC Unit 2a.1)</i></p> <p><u>Key Knowledge/Concept:</u> Identify and understand what is meant by 'the fall' Understand the story of Creation and what Christians believe happened Understand ways in which we look after creation.</p> <p><u>Key Skills</u></p> | <p>L2. 10 How do festivals and worship show what matters to Jewish people?</p> <p><u>Key Knowledge/Concept:</u> Identify and understand the terms, sin, forgiveness and God in Jewish terms. Understand key festival of Passover</p> <p><u>Key Skills</u> Raise questions and seek answers to key religious ideas Make simple links between texts, beliefs and how people live</p> | <p>PEOPLE OF GOD L2. 2 What is it like for someone to follow God? <i>(UC Unit 2a.2)</i></p> <p><u>Key Knowledge/Concept:</u> Identify and understand the term covenant Understand the term faith and how it is different from religion</p> <p><u>Key Skills</u> Raise questions and seek answers to key religious ideas Make simple links between texts, beliefs and how people live</p> | <p>L2. 9 How do festivals and worship show what matters to a Muslim?</p> <p><u>Key Knowledge/Concept:</u> Identify and understand the term ibadah Identify examples of ibadah in Islam</p> <p><u>Key Skills</u> Raise questions and seek answers to key religious ideas Make simple links between texts, beliefs and how people live</p> | <p>GOSPEL L2. 4 What kind of world did Jesus want? <i>(UC Unit 2a.4)</i></p> <p><u>Key Knowledge/Concept:</u> Understand the ways in which Jesus wanted the world to be a better place</p> <p><u>Key Skills</u> Raise questions and seek answers to key religious ideas Make simple links between texts, beliefs and how people live</p> | <p>L2. 12 How and why do people try to make the world a better place? (C, M/J, NR)</p> <p><u>Key Knowledge/Concept:</u> Understand how charities work to bring about affect change within this world. Understand how people define acts in terms of 'good' and 'evil'</p> <p><u>Key Skills</u> Raise questions and seek answers to key religious ideas Make simple links between texts, beliefs and how people live</p> |

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| | Raise questions and seek answers to key religious ideas Make simple links between texts, beliefs and how people live | | | | | |
| Year 4 | <p>L2. 7 What do Hindus believe God is like?</p> <p><u>Key Knowledge/Concept:</u> Identify some Hindu deities and say how they help Hindus describe God Understand the term murti and how they support Hindu worship</p> <p><u>Key Skills</u> Raise questions and seek answers to key religious ideas Make simple links between texts, beliefs and how people live</p> | <p>INCARNATION/GOD L2. 3 What is the 'Trinity' and why is it important for Christians? (UC Unit 2a.3)</p> <p><u>Key Knowledge/Concept:</u> Understand the term Trinity Recognise that Christians believe that God is 3 in 1 - <i>Father, Son and Holy Spirit</i>. Understand how knowledge of the Trinity shapes Christian lives</p> <p><u>Key Skills</u> Raise questions and seek answers to key religious ideas Make simple links between texts, beliefs and how people live</p> | <p>L2. 8 What does it mean to be a Hindu in Britain today?</p> <p><u>Key Knowledge/Concept:</u> Identify the terms dharma, Sanatan Dharma and Hinduism and say what they mean Identify and understand terms such as arti, bhajans and Diwali.</p> <p><u>Key Skills</u> Raise questions and seek answers to key religious ideas Make simple links between texts, beliefs and how people live</p> | <p>SALVATION L2. 5 Why do Christians call the day Jesus died 'Good Friday'? (UC Unit 2a.5)</p> <p><u>Key Knowledge/Concept:</u> Identify and understand the word salvation. Understand the importance of Holy Week to Christians Identify and understand the significance of the term 'Good Friday'</p> <p><u>Key Skills</u> Raise questions and seek answers to key religious ideas Make simple links between texts, beliefs and how people live</p> | <p>KINGDOM OF GOD L2. 6 For Christians, when Jesus left, what was the impact of Pentecost? (UC Unit 2a.6)</p> <p><u>Key Knowledge/Concept:</u> Identify the term Pentecost Understand the role of the Holy Spirit Understand what Christians believe the Kingdom of God is.</p> <p><u>Key Skills</u> Raise questions and seek answers to key religious ideas Make simple links between texts, beliefs and how people live</p> | <p>L2. 11 How and why do people mark the significant events of life? (C, H, NR)</p> <p><u>Key Knowledge/Concept:</u> Identify and understand the word commitment Understand how marriage and baptism ceremonies work in religious and non-religious contexts</p> <p><u>Key Skills</u> Raise questions and seek answers to key religious ideas Make simple links between texts, beliefs and how people live Make comparisons between faiths' practises</p> |

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| Year 5 | <p>U2. 8 What does it mean to be a Muslim in Britain today?</p> <p><u>Key Knowledge/Concept:</u> Identify and understand the 5 Pillars of Islam and festivals and understand how these influence beliefs</p> <p><u>Key Skills</u> Interrogate and weigh up sources of evidence. Reflect on evidence and present key findings. Understand different points of view Make connections with other learning</p> | <p>INCARNATION U2. 3 Why do Christians believe Jesus was the Messiah? (UC Unit 2b.4)</p> <p><u>Key Knowledge/Concept:</u> Understand the terms Prophecy, Incarnation and Messiah Understand why Christians call Jesus the Messiah</p> <p><u>Key Skills</u> Interrogate and weigh up sources of evidence. Reflect on evidence and present key findings. Understand different points of view Make connections with other learning</p> | <p>GOD U2. 1 What does it mean if Christians believe God is holy and loving? (UC Unit 2b.1)</p> <p><u>Key Knowledge/Concept:</u> Theological understanding of Holy and Loving. Understand how Christians respond to God being Holy and Loving.</p> <p><u>Key Skills</u> Interrogate and weigh up sources of evidence. Reflect on evidence and present key findings. Understand different points of view Make connections with other learning</p> | <p>U2. 9 Why is the Torah so important to Jewish people?</p> <p><u>Key Knowledge/Concept:</u> Understand what the Torah is and how it is used Understanding of key Jewish laws and commandment e.g. Kosher law.</p> <p><u>Key Skills</u> Interrogate and weigh up sources of evidence. Reflect on evidence and present key findings. Understand different points of view Make connections with other learning</p> | <p>GOSPEL U2. 4 Christians and how to live: What would Jesus do? (UC Unit 2b.5)</p> <p><u>Key Knowledge/Concept:</u> Understand that there are different ways of interpreting the Bible. Understand that scripture shows us a way to live.</p> <p><u>Key Skills</u> Interrogate and weigh up sources of evidence. Reflect on evidence and present key findings. Understand different points of view Make connections with other learning</p> | <p>U2. 10 What matters most to Humanists and Christians? (C, M/J, NR)</p> <p><u>Key Knowledge/Concept:</u> Understand the terms 'good' and 'evil' Understand morals and how people develop a moral code.</p> <p><u>Key Skills</u> Interrogate and weigh up sources of evidence. Reflect on evidence and present key findings. Understand different points of view Make connections with other learning</p> <p>OR</p> <p>U2. 11 Why do some people believe in God and some people not? (C, NR)</p> <p><u>Key Knowledge/Concept:</u> Understand the term faith Understand barriers to faith</p> |
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| | | | | | | <p>The reasons why people have faith.</p> <p><u>Key Skills</u> Interrogate and weigh up sources of evidence. Reflect on evidence and present key findings. Understand different points of view Make connections with other learning</p> |
| Year 6 | <p>CREATION U2. 2 Creation and science: conflicting or complementary? (UC Unit 2b.2)</p> <p><u>Key Knowledge/Concept:</u> Scientific and Religious views on the creation of the universe and creation of man.</p> <p><u>Key Skills:</u> Interrogate and weigh up sources of evidence. Reflect on evidence and present key findings. Understand different points of view Make connections with other learning</p> | <p>GOD U2. 11 Why do some people believe in God and some people not? (C, NR)</p> <p><u>Key Knowledge/Concept:</u> Understand the term faith Understand barriers to faith The reasons why people have faith.</p> <p><u>Key Skills:</u> Interrogate and weigh up sources of evidence. Reflect on evidence and present key findings. Understand different points of view Make connections with other learning.</p> | <p>U2. 7 Why do Hindus want to be good?</p> <p><u>Key Knowledge/Concept:</u> Understand key Hindu Beliefs such as dharma, karma, samsara, moksha, using technical terms accurately</p> <p><u>Key Skills</u> Interrogate and weigh up sources of evidence. Reflect on evidence and present key findings. Understand different points of view Make connections with other learning</p> | <p>SALVATION What difference does the resurrection make for Christians? (UC Unit 2b.7)</p> <p><u>Key Knowledge/Concept:</u> What is the resurrection and what evidence do we have for it. Understand the concept of Christian Hope</p> <p><u>Key Skills</u> Interrogate and weigh up sources of evidence. Reflect on evidence and present key findings. Understand different points of view Make connections with other learning</p> <p><i>An alternative unit is 'What did Jesus do to save human beings?' (U2.5 in WAS/Unit 2b.6 in UC)</i></p> | <p>KINGDOM OF GOD U2. 6 For Christians, what kind of king is Jesus? (UC Unit 2b.8)</p> <p><u>Key Knowledge/Concept:</u> Understanding of the Kingdom of God.</p> <p><u>Key Skills</u> Interrogate and weigh up sources of evidence. Reflect on evidence and present key findings. Understand different points of view Make connections with other learning</p> <p><i>An alternative unit is 'How can following God bring freedom and justice?' (Unit 2b.3 in UC)</i></p> | <p>U2. 12 How does faith help people when life gets hard?</p> <p><u>Key Knowledge/Concept:</u> Religious understanding of suffering, death and bereavement and its links to faith and hope.</p> <p><u>Key Skills</u> Interrogate and weigh up sources of evidence. Reflect on evidence and present key findings. Understand different points of view Make connections with other learning</p> |

Words in Red: There are some Theological Concepts that underpin these ideas. It is important that we ensure that we are being as theologically accurate as we can be when teaching them. This is particularly true when looking at the Trinity. It is important to note that some denominations within Christian circles differ on their theological understanding of some of these terms, there are also differences within the C of E as to the theological understanding of some of these terms.

| Key | |
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| Colour | Religion |
| | Christianity |
| | Judaism |
| | Hinduism |
| | Islam |
| | Deepening understanding |