

Mount Charles School RE Progression Map

NOTE: This document must be used alongside the Knowledge Organisers in your Year Group Discovery RE file. Only core knowledge is noted on the Progression Map.

		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Christianity Christmas	Knowledge	Christians believe Jesus is God's son and that God gave Jesus as a special present to the world, so He could help people and be an amazing role model to show people how to live good lives. Christians believe Jesus is their 'Saviour'.	Understanding of importance of Mary and Gabriel's roles in the Christmas story. Jesus was born in Bethlehem. Christian concept of incarnation. The star in the sky symbolises Jesus' importance and how he could be a light for other nations. The gifts show that Jesus was a type of both king and God and would die.	Understand meaning of Trinity. God became incarnate at Christmas and brought God's love for the world to earth in human form. Begin to explore the concept of salvation and agape.	There is a significance to the people and places which appear in the Christmas story. Build on prior knowledge to establish the importance of social class, gifts and other traditions seen at Christmas.	The elements of the Christingle have a symbolism.	The Bible records the important events in the life of Jesus in the Gospels. They would have been told and retold before recording. The Gospels which retell the birth of Jesus agree on the main points and disagree on nothing.	Christian's are grateful because they believe Jesus brought to earth a message from God about how to live a good life. He performed miracles, helped people and offered forgiveness of sins. ¹
	Skills	Why we give presents and to who. Hear and order the Christmas story. Significance of gifts to Jesus.	Talk about a gift that is special. Remember some of the Christmas story. Suggest a gift I would give to Jesus.	Say how I could help solve a problem by showing love. Remember the Christmas story and start to explain that Christians believe Jesus was a gift from God and why Christians think God gave Jesus to the world.	Start to explain the Christian belief that Jesus was God in human form and why God gave him to the world. Start to tell you what Christmas means to Christians.	Describe one thing a Christian might learn about Jesus from a Christmas symbol. Ask questions about what Christmas means to Christians and compare this with what it means to me.	Start to explain how 'true' could mean different things to different people. Start to explain the Christian belief that Jesus was the Incarnation of God.	Describe some of the ways that Christians would celebrate Christmas and start to understand which of these would help them understand who Jesus was and why he was born.
	Vocabulary		Magi /wise men, King, Gold, kingship, Frankincense, Myrrh.	Agape , universal, Trinity , Holy Spirit Incarnation.	Shepherds, Christ, Star, portrays, Wise men, signified, royalty, stable, palace, inn.	Incarnation, Christingle , ornament, significance.	Gospels, New Testament , recounting, Disciples , Truth, historic, scientific, personal	Incarnation: Messiah , saviour, prophesied, Old Testament, Jewish Scriptures.

¹ Link with the commitment studies about Christianity in Year 4 Summer 2 and Year 5 Summer 2

		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Christianity Bible stories and beliefs : EYFS Aut 1, Sum1, Sum2 Y1 Aut 1 Y1 Spr1 Y2 Aut 1 Y3 Spr 1 Y4 Sum2 Y5 Sum2 Y6 Spr1	Knowledge	² We all have different special traditions and friends. Everyone is special for different reasons. Introduction to Jesus and 10 commandments. Church is a special place.	Creation story from the book of Genesis in the Bible in the Old Testament. God is the creator of the world according to the Bible. In the Genesis account in the Bible, God gives the first humans the responsibility to look after the world. ³	To sum up the 10 commandments from the Old Testament into two commandments. (See knowledge organiser) Jesus then gave examples of parables and miracles to help people around him understand this.	The concept of Incarnation is that Jesus became man and lived among men and women. Jesus performed many miracles. ⁴	Jesus taught about worship in the Bible and praying. Baptism confers the name of the person and their part in God's family. Many Christians get married in church to confer God's blessing. Churches frequently have art or symbols which may remind the Christian of his or her beliefs. Consider the feelings a place evokes as well as the building and what happens there. ⁵	10 Commandments Jesus' commandments to love God and love your neighbour. (Golden Rule) Jesus' teaching made it easier to understand the Commandments. Many Christians will choose to be confirmed/received into the Church as an adult.	Christians believe that God's love for humankind is eternal in that God will never stop loving humanity. Even if they do wrong, they can say sorry and God will forgive them because he loves them. A forgiven sinner perfect in the eyes of God and then they can enter heaven where they can live eternally being loved by and loving God.
		God loves everyone and will be very happy if a person who making bad choices, changes and makes good ones.	The Christian concept of incarnation . Christians believe Jesus was fully human and fully God, therefore sinless. Jesus is very clear in the Bible that people need to forgive.					
	Skills	Say who is special to me. Say who is a role model in my school.	Remember the Christian Creation story and talk about it. Express an opinion about the Christian belief about creation.	Re-tell a story Jesus told about being kind or give an example of when Jesus showed kindness. Say if I think Christians should be kind and give a reason.	Explain one Christian viewpoint about one of Jesus' healing miracles. Start to say whether I believe Jesus actually healed people.	Describe an event that occurs in more than one Gospel and say what a Christian might learn from it. Discuss the importance of stories repeated in several Gospels, the relevance.	Describe how different practices enable Christians to show their commitment to God. Explain why some ways of showing commitment to God would be better than others.	Make links between different Christian beliefs and their views on whether anything is ever eternal. Reflect on my own beliefs about whether anything is eternal.
		Share what I have learnt from a story. Compare & contrast characters from stories, including figures from the past	Remember a story about Jesus showing friendship and talk about it. Say how Jesus tried to be a good friend.					
	Vocab	Incarnation	Bible, Old Testament, Genesis.	Samaritan , country, teaching, Levite , legal expert, injured, Pharisee , orthodox Jew , rules, scriptures .	Incarnation, disciples, miracles, evidence, believe, pharisee, baths, cleanse, temple.	Saints, sacraments , marriage, baptism, communion, eucharist	Commandment , rules, wisdom, counsel, fortitude, piety , formal,	Agape , universal, unconditional, Messiah , saviour, prophesied, scripture .
			Incarnation , Forgiveness, Acceptance, Disciples .					

² Links to Year 1 Spring 1

³ Links to Judaism later in Year 1 can be made to ensure children understand the two religions believe in God as creator.

⁴ Yr 2 Autumn 1: Jesus' parables and miracles. The Yr 1 Judaism enquiry shows that God (the Father) performed miracles before Jesus was born so this can be linked to the Christian belief that Jesus is his son.

⁵ The Yr5 Summer 2 enquiry builds on this by pulling together all learning about Christianity so far in its discussion about wider commitment including church attendance.

		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Christianity Easter	Knowledge	Introduction to Easter- specific symbols. Introduction to Easter Story. Christians believe Jesus’ death and resurrection effect the rescue or salvation of humans.	Introduce the Christian concept of Salvation and Trinity. Palm Sunday is the day where Jesus rode into Jerusalem. He fulfilled Old Testament prophecies. Christians believe that Jesus is the Son of God, he was put to death on Good Friday and rose from the dead on Easter Sunday.	The disciples (Jesus’ friends) wrote about the events of Good Friday and Easter Sunday and their significance in the later books of the New Testament.	Develop understanding of Salvation. All 4 of the Gospels tell the story of Holy Week. Introduce “Maundy Thursday” and the “Last Supper” Introduce the symbols of Easter and communion.	Jesus forgave many people in his lifetime as an example to his followers. He was “without sin” as the incarnate Son of God so could not do something wrong. Jesus taught his disciples “the Lord’s Prayer”. It explicitly asks God to grant the speaker forgiveness as they forgive others.	The Bible cites many examples where Jesus says he knows he will be going to his death. It says he warned his disciples and told the Roman governor, Pilate, he was born to die.	Christian concepts such as Lent, Shrove Tuesday, Ash Wednesday are all aspect of Christian preparation for Easter. Christian charities can demonstrate Jesus’ teaching to love your neighbour.
	Skills	Share ideas about new life in Spring. Recognise that people have different beliefs and celebrate special times in different ways.	Recall parts of the Easter story. Recognise some symbols in the story. Start to show understanding that Jesus is special to Christians and say why.	Recall what Christians believe happened on Easter Sunday. Start to suggest a different explanation as to what happened to Jesus after the empty tomb and offer my opinion.	Start to tell you why Christians believe Jesus’ death is important. Start to reflect on whether I agree with Christian beliefs about Jesus’ death.	Describe what a Christian might learn about forgiveness from a Biblical text. Show an understanding of how Christians believe God can help them show forgiveness.	Start to explain whether God intended Jesus to be crucified or whether Jesus’ crucifixion was the consequence of events during Holy Week. Start to express my opinion about Jesus’ crucifixion being his destiny/purpose.	Explain how one of the reasons people use to suggest that Christianity is a strong religion today can be counteracted. Give my opinion as to whether Christianity is a strong religion now and say why I think this.
	Vocabulary	Salvation	Salvation , permanent, separation, resurrection , Palm Sunday , Disciples .	Resurrection , Salvation , permanent separation, Disciples , New Testament	Incarnation , Disciples , Resurrection , Crucifixion , Communion .	Incarnation , Gospel , New Testament , ministry , Disciples , Lamb of God , sacrificed .	Pilate , governor, region, Incarnation , Disciples , Resurrection , Crucifixion , Pharisee , strictly orthodox Jew , adhered, rules, scriptures .	Agape , universal, unconditional, Harvest, Fish symbol .

Judaism						
	EYFS Aut 1 and Sum 2	Year 1 Sum1	Year 1 Sum 2	Year 2 Spring 1	Year 2 Sum 1	Year 2 Sum 2
Knowledge	<p>Special People Introduction to Moses and the 10 commandments. Special places Synagogues are special places for Jews, where they worship and pray to God.</p>	<p>The Jewish Holy books (Tenakh) contain core beliefs and stories including the Creation Story. Shabbat – Saturday, the day of rest. 10 commandments – ‘Honour the Sabbath’. Shabbat is celebrated both in the home and the synagogue. The start of Shabbat is marked with a special meal and ceremony in the home.⁶</p>	<p>Rosh Hashanah is celebrated on the first and second days of the seventh month, Tishri, and is the Jewish New Year festival. Rosh Hashanah, itself, has several meanings. Yom Kippur is known as the Day of Atonement, follows 10 days after Rosh Hashanah. On Yom Kippur, the holiest day of the year, God assesses a person’s behaviour over the last year and this is sealed in the Book of Life.</p>	<p>Understand the story of Passover and how it is commemorated today. Explore the Jewish scriptures. Pesach (Passover) commemorations include a Seder meal – a meal with symbolic foods that remember key parts of the story and the relevant accompanying emotions.⁷</p>	<p>Explore views about God, the Covenant, 10 commandments, the Shema and the Mezuzah Abraham and Moses.</p>	<p>Learn about Bar/Bat Mitzvah initiation ceremonies performed at the Synagogue. The Tu B’Shevat ceremony and Mitzvah day are also considered. Explore the Synagogue.</p>
Skills	<p>Talk about members of their immediate family and community. Name and describe people who are familiar to them. Identify what makes a place special. Understand that some places are special to members of their community.</p>	<p>Use the right names for things that are special to Jewish people during Shabbat and explain why. Start to make a connection between being Jewish and decisions about behaviour.</p>	<p>Tell you something that either Rosh Hashanah or Yom Kippur is about. Choose a picture and give my thinking on why this might be important to Jewish children at Rosh Hashanah or Yom Kippur.</p>	<p>Talk about the Seder meal, or another Jewish practice, with some detail and some of the correct vocabulary, and start to explain why they choose to do this. Suggest what I think are the most and least important things Jews do that God asks them to do and add at least one reason.</p>	<p>Tell a story about Abraham or Moses and say why one of these men is important to Jews today. Start to explain the significance of one thing Jews do and say how it shows their special relationship with God.</p>	<p>Tell you what I am most committed to in my life. Talk about one of the ways Jews show commitment to God. Talk about a way that Jews show commitment to God and say why this might be important.</p>
Vocabulary		<p>Shabbat: Sabbath – A day of rest Kippah: skull cap Tenakh: Jewish holy books</p>	<p>Rosh Hashanah: Jewish New Year Yom Kippur: The Day of Atonement Shofar: ram’s horn Challah bread: special bread used at this time</p>	<p>Covenant: special relationship based on mutual promises Pesach: festival of Passover Seder meal: meal commemorating the events of the exodus</p>	<p>Covenant: special promise Mezuzah: a small case placed on Jewish doorposts containing the Shema Shema: a very important prayer for Jews</p>	<p>Bar/Bat Mitzvah: the coming of age ceremony (child to adult) Mitvoth: good deeds Tu B’Shevat: tree planting ceremony</p>

⁶ Link to Christian story of Creation studied in Year 1 Autumn 1.

⁷ Yr4 Autumn 1 looks at the 10 Commandments in more detail, which follows on in Jewish history from this event.

Hinduism				
	EYFS Spr 1	Year 3 Aut 1	Year 3 Sum 1	Year 3 Sum 2
Knowledge	<p>Introduction to the Chinese New Year and the related animals. They believe that they clean out the bad luck to welcome the good luck in the New Year.</p> <p>Introduction to Persian New Year story.</p> <p>Introduction to Holi.</p>	<p>Hindus believe in Brahman as the one true God who is formless, limitless, all-inclusive, and eternal. The Vedas are the sacred scriptures of a Hinduism.</p> <p>Explore the festival of Divali: The Story of Rama and Sita and how it is celebrated.</p>	<p>Brahman, the supreme spirit, basically underpins and permeates everything.</p> <p>Hindus believe that there is a part of Brahman in everyone and this is called the Atman.</p> <p>Hindus are comfortable with using images and objects (often called murtis) to portray God. Hindus do not worship these but worship Brahman through them. Hindus are free to worship God in a variety of colourful forms.</p> <p>Learn about Trimurti, Ganesha and Lakshmi.</p>	<p>Explore Hindu beliefs about the River Ganges and some of the practices which occur there.</p> <p>The Puranas (ancient Hindu scriptures) say that taking a dip in the sacred river ‘bestows heavenly blessings.’</p> <p>Many Hindus believe that bathing here will help them spiritually. It is also a place where the dead are cremated – Many Hindus believe that this will help them in their next life</p>
Skills	<p>Set a goal that I would like to achieve this year.</p> <p>Talk about how my family celebrate an event.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>Describe some of the ways Hindus celebrate Divali and start to explain how I think Hindu children might feel at Divali.</p> <p>Start to say why Divali might bring a sense of belonging to Hindus.</p>	<p>Describe what a Hindu might believe about one of the Hindu gods and start to understand that Brahman is in everything.</p> <p>Recognise what I think about some Hindu beliefs about Brahman and gods, showing respect to Hindus.</p>	<p>Describe a Hindu ritual that happens at/in the River Ganges and explain why this is important and significant to the Hindus taking part in it. Empathise with the special feelings a Hindu might experience when taking part in a ritual at the River Ganges.</p>
Vocabulary		<p>Divali: festival commemorating the Ramayana</p> <p>Ramayana: one of the holy books – story of Rama and Sita</p> <p>Rangoli: decorative patterns</p>	<p>Brahman: The Supreme Power -God</p> <p>Brahma: creator</p> <p>Vishnu: preserver</p> <p>Shiva: destroyer</p> <p>Atman: part of Brahman – in everyone</p>	<p>Ganges: Sacred river for Hindus -in India</p> <p>Puranas: ancient Hindu Scripture</p> <p>Samsara: the cycle of life and death</p> <p>Moksha: liberation from the cycle of life and death</p>

Buddhism			
	Year 4 Aut 1	Year 4 Spr1	Year 4 Sum 1
Knowledge	<p><i>This is the first lesson on Buddhism so concentrating on the life of the Buddha is essential as the foundation for all future learning.</i></p> <p>The Story of the Buddha follows a rich but unfulfilled Prince through a journey of self-discovery leading to teachings that explain the meaning of life and our part in the world.</p> <p>Key Stories and teachings include</p> <p>The Story of the Buddha leading to his teachings which include</p> <ul style="list-style-type: none"> •The Three marks of existence/ universal truths •The Four Noble Truths •The Noble Eightfold Path •The Five Precepts 	<p>In depth look at the Three Marks of Existence and the Noble Eightfold Path</p> <p>The Three Marks of Existence/universal truths.</p> <p>Explore their teachings: Dukkha, Anicca, Anatta, Noble Eightfold Path, Right Viewpoint, Right Thought, Right Speech, Right Action, Right Living, Right Effort, Right Awareness, Right Concentration.</p>	<p>The focus of this enquiry is an in-depth look at the Noble Eightfold Path and it's teachings (see Spr1).</p>
Skills	<p>Start to show an understanding of why people think it is difficult to be happy all the time.</p> <p>Recall some of the things Siddhattha did to try to be happy and explain why I think they didn't work for him. Begin to show an understanding of what being happy means to Buddhists.</p>	<p>Suggest why there may be problems in the world and how people could help solve them.</p> <p>Recall one of the Buddha's stories and start to explain what the Buddha was teaching through it. Give an example of how Buddhists could learn from this and put the teaching into practice to make the world a better place.</p>	<p>Describe one of my 'good' choices and the consequence of it.</p> <p>Explain the consequences of making a different choice.</p> <p>Describe how aspects of the 8-fold path would help Buddhists know how to live good lives.</p> <p>Start to tell you why some aspects of the 8-fold path might be hard for some Buddhists to stick to.</p>
Vocabulary	<p>Siddhattha Gautama: A Prince who would become known as the Buddha</p> <p>Buddha: an enlightened one</p> <p>Enlightenment: understanding the true nature of existence</p>	<p>Dukkha: (suffering) is everywhere all the time</p> <p>Anicca: the belief that nothing lasts, everything changes</p> <p>Anatta: the belief that there is no 'self'</p>	<p>Dukkha: Suffering</p>

Sikhism				
	EYFS Summer 1	Year 5 Aut 1	Year 5 Spr 1	Year 5 Sum 1
Knowledge	Sikhs believe people should not think they are better than other people, because everyone is special and important, but be the best person they can be.	<p><i>Will need pre-teaching on commitment and core beliefs since note covered Sikhism previously- see Y3 optional units.</i></p> <p>The 5 Key Sikh beliefs</p> <ul style="list-style-type: none"> • God is in everything (Sikhs see God as an energy source rather than as a physical entity) • It is a Sikh's duty to serve others (sewa) • All people should be treated as equals • Sikhs should share what they can with others • Sikhs should earn their living honestly <p>The Langar is an important concept in Sikhism.</p>	<p><i>Will need to read the story of Guru Gobind Singh and the formation of the Khalsa from the Year 3 enquiries at the start.</i></p> <p>Sikhs still respect and learn from traditional stories.</p> <p>Explore stories about Guru's.</p> <p>The Guru Granth Sahib is treated as the living Guru of the Sikhs, containing poems and hymns about the nature of God and stresses the importance of meditation as well as laying down guidance on ethics and morality.</p>	<p>Sikh core beliefs include the need to treat people as equals and share with others. Sewa is the belief in selfless service to the community and is an important part of worship.</p> <p>The Amrit ceremony involves the drinking of Amrit in the presence of 5 Khalsa Sikhs as well as the Guru Granth Sahib.</p>
Skills	Talk about what I have learnt from a story. 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.	<p>Identify the different levels of commitment I show to different things and explain these priorities.</p> <p>Make links between how Sikhs practise their religion and the beliefs that underpin this.</p> <p>Respectfully ask questions about some of the ways Sikhs choose to behave and the levels of commitment they show.</p>	<p>Explain how some stories can teach people about what is important and how to behave.</p> <p>Recognise that stories can be an important way of expressing belief and meaning and can explain the relevance of a Sikh story.</p> <p>Explain how some stories can teach Sikhs about what is important in life and relate this to non-Sikhs.</p>	<p>Show an understanding of why people show commitment in different ways.</p> <p>Describe how different practices enable Sikhs to show their commitment to God and understand that some of these will be more significant to some Sikhs than others.</p> <p>Start to express what I think about the best way a Sikh could show commitment to God.</p>
Vocabulary		<p>Harmadir Sahib: Golden Temple – place of Pilgrimage in India</p> <p>Langar: free vegetarian meal available for all</p> <p>5 Ks: 5 physical symbols of joining the Khalsa</p>	<p>Guru: Teacher or guide</p> <p>Guru Nanak: founder of Sikhism</p> <p>Guru Granth Sahib: Holy book</p> <p>Chauri: fan</p>	<p>Sewa – service to others</p> <p>Amrit Ceremony – joining the Khalsa</p> <p>Amrit - sugar water stirred with a dagger</p> <p>Guru Granth Sahib – Holy book</p> <p>Gurdwara – Sikh place of worship</p>

Islam					ALL RELIGIONS OVERVIEW
	EYFS Sum 1	EYFS Sum2	Year 6 Aut 1	Year 6 Sum 1	Year 6 Sum 2
Knowledge	Muslims believe they should praise Allah for the beautiful world He has created.	A mosque is a special place used by Muslims to worship and pray to Allah.	Learn the 5 pillars which are central to Muslim life and Worship.	Lear about Akhirah - Life after death Muslims believe that when you die there is a judgment day. Allah, who is perfect justice, will decide on your next step after looking at the evidence collected during your life	Christians believe that they should put God first. The first of the Ten Commandments said worship no other Gods but me. Christians come together to worship in church. Hindus ring a bell at the start of puja to tell the gods that they are there. During puja, prayers are said and offerings are made. Puja can take place in the home or a temple. Sikhs gather in the gurdwara to worship together. These gatherings include hymns, singing, prayers and meditation. The aim of Sikh worship is to give praise to god.
Skills	Talk about what I have learnt from a story. 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.		Show an understanding of why people show commitment in different ways. Describe how different practices enable Muslims to show their commitment to God and understand that some of these will be more significant to some Muslims than others. Think of some ways of showing commitment to God that would be better than others for Muslims	Give examples of times my choices have been influenced and may have changed when I considered the consequences that might follow. Explain how believing in Akhirah influences Muslims to do their best to lead good lives. Recognise what motivates or influences me to lead a good life and compare it with what motivates and influences Muslims.	Develop an understanding of how different religions use music in their worship. Understand that for religious believers, praying is a way of talking to god. People pray in different ways: together; on their own; saying a known prayer; praying with their own words. Recall some special artefacts that can be found in many religions. They can be used as part of worship, or as a symbol of a person's religion. Know that: For religious believers, the aim of worship is to show that god has more worth than anything or anyone else. Religious freedom is the right to choose what you believe and which religion to follow.
Vocabulary			Ramadan: Month of fasting. The month the Qur'an was first revealed to Muhammad Muhammad: the final prophet of Islam Qur'an: Holy book. The word of Allah in Arabic	Akhirah: life after death Jihad: Struggle Lesser Jihad: a struggle or fight against the enemies of Islam Greater Jihad: personal individual struggle against evil	Worship, worth, Christians, Hindus, puja, gurdwara, Sikhs, artefacts, Qur'an, Islam, synagogue, Buddhists, Jews.