



Religious Education Progression Map

	Nursery		Reception	
	<i>EYFS Framework</i>	<i>Examples of how we support this</i>	<i>EYFS Framework</i>	<i>Examples of how we support this</i>
Understanding _the World_	Begin to make sense of their own life-story and family's history.	Celebrate and value cultural, religious and community events and experiences.	Talk about members of their immediate family and community.	Using examples from real life and from books, show children how there are many different families. Talk about their families.
	Continue developing positive attitudes about the differences between people.	Ensure that resources reflect the diversity of life in modern Britain. Encourage children to talk about the differences they notice between people, whilst also drawing their attention to similarities between different families and communities.	Compare and contrast characters from stories, including figures from the past.	Talk about religious festivals, read religious stories and discuss characters/figures.
	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	Encourage children to talk about each other's families and ask questions.	Recognise that people have different beliefs and celebrate special times in different ways.	Weave opportunities for children to engage with religious and cultural communities and their practices throughout the curriculum at appropriate times of the year (festivals).

			Understand that some places are special to members of their community.	Name and explain the purpose of places of worship and places of local importance to the community to children, drawing on their own experiences where possible. Take children to places of worship and places of local importance to the community. Invite visitors from different religious and cultural communities into the classroom to share their experiences with children.
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Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1						
AT1 <ul style="list-style-type: none"> I can remember a Christian (Hindu, etc.) story and talk about it I can use the right names for things that are special to Christians, Jews, etc I can recognise religious art, symbols and words and talk about them 	What do Many Christians Remember at Harvest Festival?	What do Celebrations at Christmas tell us about Christian beliefs? Visit a place of Worship. - What can we learn about Christian beliefs from a visit to a Church? BV – Tolerance and acceptance of the beliefs of others.	How are Babies Welcomed into the Muslim Family and Why is this Important?	What is Holi and How is it Celebrated?	New Unit What is Alevism? BV – Tolerance and acceptance of the beliefs of others.	What Story Links to the Celebration of Shabbat and What do Jewish People Give Thanks for at this Time?
AT2 <ul style="list-style-type: none"> I can talk about things that happen to me I can talk about what I find interesting or puzzling I can talk about what is important to me and to other people 						
Year 2						
AT1 <ul style="list-style-type: none"> I can tell a Christian (Jewish , etc.) story and say some things that people believe I can talk about some of the things that are the same for different religious people I can say what some Christian (Muslim, etc) symbols stand for and 	What is Diwali and How is it celebrated?	What is Hannukah and how is it Celebrated?	How do children learn about belonging to the Christian family?	How and why is the Birth of Guru Nanak celebrated by Sikhs? BV – Tolerance and acceptance of the beliefs of others.	What do Buddhists Remember at Wesak? BV – Tolerance and acceptance of the beliefs of others. Comparing faiths.	Visit a place of worship - (Setting up a Buddhist Shrine in the classroom/ visit from a person of faith) What can we learn about Buddhism

<p>say what some of the art (music, etc) is about</p> <p>AT2</p> <ul style="list-style-type: none"> I can talk about some things in stories that make people ask questions I can talk about what is important to me and to others with respect for their feelings 						from the Buddhist Shrine?
Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Year 3</p> <p>AT1</p> <ul style="list-style-type: none"> I can describe what a believer might learn from a religious story I can describe some of the things that are the same and different for religious people I can use religious words to describe some of the different ways in which people show their beliefs <p>AT2</p> <ul style="list-style-type: none"> I can compare some of the things that influence me with those that influence other people I can ask important questions about life and compare my ideas with those of other people I can link things that are important to me and other people with the way I think and behave 	<p>What is Sikh Diwali? How is it different to Hindu Diwali?</p> <p>Whole School Diwali Assembly.</p>	<p>Why is the Torah of importance to Jewish People?</p>	<p>What are the Stories of the Christian Bible and How do They Influence Christians?</p>	<p>New Unit: How do Alevis Worship?</p> <p>BV – Tolerance and acceptance of the beliefs of others. Comparing faiths.</p> <p>Whole School Easter Assembly</p>	<p>Visit a place of worship –What can we learn about Alevi beliefs from the Cemevi?</p>	<p>How does the life of the Prophet Muhammed Guide Muslims in their Daily Lives?</p>
<p>Year 4</p> <p>AT1</p> <ul style="list-style-type: none"> I know some of the ideas and teachings of Guru Nanak and know that Sikhs believe that he is a messenger of god. I know how features of religious buildings are used in festivals, worship and everyday life I can use stories and works of art to identify how religious messages are expressed. e.g. The story of the Jews 	<p>What is the Sukkah and How does it Link to Key Events in the History of the Jewish People?</p>	<p>Visit a place of worship – How is the belief in One God reflected in the Synagogue?</p> <p>BV – Tolerance and acceptance of the beliefs of others. Comparing faiths.</p>	<p>How Do Hindus Worship at Home and in the Mandir?</p>	<p>How Do Christian Beliefs and Values Influence Christians in Their Local Community?</p>	<p>Why is the Qu'ran revered by Muslims?</p>	<p>How does the life of Guru Nanak teach about respect and equality?</p>

<p>in the desert on the way to the Promised land.</p> <p>AT2</p> <ul style="list-style-type: none"> I can say how my experience of belonging affects how I treat others I can consider how agreed codes of conduct e.g. class rules affect the behaviour of individuals and groups I can identify questions to which there are no universally agreed answers 						
Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5						
<p>AT1</p> <ul style="list-style-type: none"> I can make links between the beliefs (teachings, sources, etc.) of different religious groups and show how they are connected to believers' lives I can use the right religious words to describe and compare what practices and experiences may be involved in belonging to different religious groups I can express religious beliefs (ideas, feelings, etc) in a range of styles and words used by believers and suggest what they mean <p>AT2</p> <ul style="list-style-type: none"> I can ask questions about who we are and where we belong, and suggest answers which refer to people who have inspired and influenced myself and others I can ask questions about the meaning and purpose of life, and suggest a range of answers which might be given by me as well as members of different religious groups or individuals I can ask questions about the moral decisions I and other people make, and suggest what might happen as a result of different decisions, including 	<p>What does Community Mean to Muslims? How does learning about the Mosque help us to understand community?</p>	<p>How does the Mosque reflect Muslim beliefs?</p> <p>BV – Tolerance and acceptance of the beliefs of others. Comparing faiths.</p>	<p>What were the teachings of the Buddha and How do they link to Buddhist Aid Agencies?</p>	<p>What Do Jewish People reflect on During Pesach?</p>	<p>How Do Christian Values Influence Global Christian Organisations? What links can be made to other faith based Aid Agencies?</p>	<p>How Do Sikhs Demonstrate Their Belonging to a Community?</p> <p>Visit a place of worship- How does the Gurdwara reflect Sikh beliefs?</p> <p>BV – Tolerance and acceptance of the beliefs of others. Comparing faiths.</p>

those made with reference to religious beliefs / values						
Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 6						
<p>AT1</p> <ul style="list-style-type: none"> I can suggest reasons for the similar and different beliefs which people hold, and explain how religious sources are used to provide answers to important questions about life and morality I can describe why people belong to religions and explain how similarities and differences within and between religions can make a difference to the lives of individuals and communities I can use a wide religious vocabulary in suggesting reasons for the similarities and differences in forms of religious, spiritual and moral expression found within and between religions <p>AT2</p> <ul style="list-style-type: none"> I can give my own and others' views on questions about who we are and where we belong and on the challenges of belonging to a religion and explain what inspires and influences me I can ask questions about the meaning and purpose of life and suggest answers which relate to the search for truth and my own and others' lives I can ask questions about things that are important to me and to other people and suggest answers which relate to my own and others' lives 	<p>What is the Significance of the Festivals of Rosh Hashanah & Yom Kippur for Jewish people?</p>	<p>What is the Significance of the Mandir for the Hindu Community in England?</p>	<p>How does the Mandir reflect Hindu beliefs?</p>	<p>Why is the period of Lent, Holy Week and the Celebration of Easter of Significant for Christians?</p>		<p>Why do People Make Pilgrimages and Why is the Hajj Important to Muslims? BV – Tolerance and acceptance of the beliefs of others. Comparing faiths.</p>

Religious Education Beyond the Classroom

Enfield SACRE	<p>Religious Education (RE) follows the Programmes of study set out in the Agreed Syllabus for RE for Enfield. It promotes continuity and coherence. The Agreed Syllabus determines generic and religion specific PoS for Attainment Target 1 (AT1 - learning about religion). For AT2 - learning from religion, the PoS are generic. This is because children's experiences of religions and what is planned/taught allows children the opportunities to learn from religions, taking away with them the parts that are relevant for the individual child. E.G. How can we apply the idea of Karma to our daily lives?</p> <p>The RE curriculum provides children with opportunities to promote their Spiritual, Moral, Social and Cultural development. RE at Highfield also actively promotes the British Values as this will prepare all young people for life in modern Britain.</p>
Places of Worship	<p>Every year, each year group plans a visit to a place of worship (see above). This allows opportunities for the children to have a wide experience of each religion and their community. Here, they can also ask questions, see artefacts in use and gain hands on experiences.</p>
Artefacts	<p>Each classroom has a Religious Education display which includes artefacts from the religion they are studying. These artefacts are studied and looked at during RE lessons.</p>
Assembly and Collective Worship	<p>Every week, a whole school RE assembly is presented by a member of staff. This ensures all children are exposed to different religions throughout the year, not just the one they are studying during the half term.</p> <p>Each RE assembly has a different focus. This could vary from a religion, a festival, a significant person in religion or a religious/faith story.</p>
Significant People in Religion	<p>Every unit that is taught in RE, includes a significant person within that religion. These vary from Mahatma Gandhi, Hany El Bana to Malala Yousafzai. This ensures children have a wider understanding of the religion and how it can encourage people to influence others in the world.</p>
Atheism and Non-religious beliefs	<p>In all units of work, children are encouraged to compare and contrast the religion they are studying to another religion. This supports long term memory and recalls knowledge and understanding of faiths. For example, comparing the call to prayer in Islam to how Christians listen for the church bell.</p> <p>Non-religious beliefs are discussed and given in comparison with the faith being studied. For example, Humanism can be compared when discussing values in different faiths.</p> <p>Children who are Atheists or non-religious still 'learn about' and 'learn from' other religions - some activities can be adapted e.g. children write their hopes and dreams for the world instead of writing a prayer (using a Christian and Islamic example for support).</p>