



# Religious Education

## Progression Pathways



power to be

# Explore Christianity....

Year 1

Reception

- Explore the Creation story, Harvest at church and explore God's name being precious to Christians
- Explore the nativity story, Christmas at church and the giving of presents at Christmas.
- Explore the idea of Easter and how we can help others, including the symbols for Easter
- Explore the idea of what makes us all unique and how we can care for our world

- Recall a church song that makes everyone feel welcome
- Remember some of the events which happen at a baby's baptism
- Recall some of the ways Christians help each other#
- Remember the parable of the Lost sheep and begin to explain what it means to Christians
  - Recall some of the ways parables are shared e.g. stained glass windows
- Recall that Jesus taught people how to pray in a special prayer called The Lord's Prayer

Year 2

Year 3

- Tell the story of the prodigal son and explain what it means to a Christian.
- Explain the role of confession for some Christians around the world.
- Understanding the Christian call to be a peacemaker e.g. Desmond Tutu.

- Retell the Easter story.
- Recognise things a Christian is doing at an Easter service at church.
- Understand Easter eggs as a symbol for remembering Jesus
- Explore the story of Jesus and Zacchaeus.
- Know people follow Jesus because of the stories told about him in the Bible
- Explore why a Christian follows Jesus by asking suitable questions.
- Explore the different parables about Jesus

Year 4

- Use a Bible to find chapter and verse where Jesus helps, saves or heals.
- Give examples of different worship songs and what they celebrate about God and Jesus as Saviour of the world.
- Explore the Salvation Army

Year 5

- Explore the witness to the resurrection accounts in the Gospel.
- Understanding why Easter services are celebratory
- Exploring Christian funerals and the belief in the afterlife.
- Exploring the symbols and importance of the Eucharist

Year 6

- Articulate teachings from the Gospels and explain how these are good news for Christians
- Describe and compare what may happen in a church when the Gospels are read.
- Explore how Jesus' teaching affect Christians in their daily lives and why the words hold authority for them.
- Explore how the resurrection might change how Christians view life and death

# Explore Judaism....

Year 1

Reception

- Say at the end of the creation story God rested.
- Know that Jewish families have a day of rest every week.
- Describe what some Jewish people wear when they pray.
- Explore why learning to do good deeds is important to Jewish people

Encounter

- Tu be Shevat- the Jewish birthday of Trees
- To explore why Jewish children help to plant trees

Year 2

- Know that the Torah is the most important book for Jewish people given by God.
- Know the Torah contains rules.
- Remember that a mezuzah contains important words for Jewish people (the Shema)
- Explore why Jewish families talk about saying sorry at New Year

Year 3

Year 4

- Explore the different symbols and stories that help Jewish people remember their covenant with God
- Learn that a covenant is an agreement made by two people
- Explore how the Jewish community keep this covenant

Year 5

Year 6

- Explain what the burning bush story in Exodus teaches about holiness.
- Explain in what way Shabbat is holy and how Jewish families mark its beginning and ending
- Give examples of what the Torah says about living a holy life.

# Explore Islam....

Year 1

Reception

## Encounter

- A Muslim story- Muhammad and the ants
- Why do Muslims want to whisper 'Allah' in a baby's ear?

Year 2

- Tell a story about Muhammad and say what it teaches a Muslim about compassion.
- Use the words 'fasting' and 'sharing' to talk about what Muslims do during Ramadan.
- Recall how Muslims prepare for and celebrate Eid-ul-Fitr.

Year 3

- Describe what a Muslim might learn from the story of Bilal and the first call to prayer.
- Knowing how Muslims get ready to pray.
- Understand how saying the Bismillah reminds Muslims that Allah is involved in everything.

Year 4

- Explain what Muslims believe about Muhammad as the messenger of God and the last prophet and recall something about his life.
- Describe some different ways Muslims show / do not show their beliefs about Muhammad in art, calligraphy or design
- Describe ways some Muslims celebrate Muhammad's birthday.

Year 5

- Retell the story of how the Qur'an was revealed to Muhammad.
- Describe why only some Muslims seek to become Hafiz and how the study affects both their lives and the lives of others
- Explain how Muslims express the idea of revelation as a rope reaching down to earth, suggesting what the image means.

Year 6

- Engage with the idea that one thing can have an affect which spreads
- Enquire into the idea that Tawhid is at the centre of the Muslim faith
- Looking at the Five Pillars of Islam

# Explore Sikhism....

Year 1

Reception

## Encounter

- Courage- How did Guru Har Gobind rescue the 52 princes?

Year 2

Year 3

- Describe what Sikhs might learn about God or how to live from the story of Guru Amar Das and the Emperor.
- Describe some similar things Sikhs do when they come to the gurdwara for worship and those which demonstrate equality.
- Explain and describe the practice of the langar.

Year 4

Year 5

- Describe what Sikhs might learn from the story of Nanak's disappearance in the river
- Describe how and why Sikhs show the Granth the respect due to a living guru and how this is like or different from how other holy books are treated
- Understand how a Sikh will listen to the true Guru through chanting and meditating.

Year 6

# Explore Hinduism....

Year 1

- Explore how Hindu a celebrates devotion to a deity at the festival of Holi?
- Find out about Vishnu
- Read the story of Krishna and Radha

Reception

## Encounter

- How do Hindu bothers and sisters show love?

Year 2

Year 3

- Explore the idea of Karma and why Hindus want to collect good Karma
- Look at different Hindu stories to understand Karma and Samsara
- Explore the ways Hindus can encourage 'good' Karma through their community

Year 4

- Describe what a Hindu might learn from the story of Rama and Sita.
- Describe some things Hindus do to celebrate Rama and Sita's commitment to duty and describe how Hindus celebrate Diwali.
- Describe what happens at a Hindu wedding.

Year 5

- Engage with the idea that different pathways go to the same goal
- Look at narratives to learn about the different pathways to moksha
- Explore different ways community's go on this journey through bhakti yoga and showing love and devotion through the way they live

Year 6

- Understand that some Hindus read from the Gita every day for guidance, comfort and advice
- Express the importance role of devotion or those who follow the Bhakti pathway.
- Give examples of how Hindus express beliefs and feelings about Krishna.

# Explore Buddhism

Year 1

Reception

## Encounter

- A Buddhist story- The Monkey King

Year 2

Year 3

Year 4

Year 5

Year 6

- Retell the story of Buddha's enlightenment
- Describe the Eightfold Path as techniques for overcoming suffering.
- Describe the use and importance of stillness and meditation
- Describe how Humanist advertising expresses their beliefs
- Describe some practices involved at Humanist celebrations
- Explore how being a humanist affects someone's life and decision making..

- Show how Buddhists express their belief that the Buddha is a refuge
- Explain how the Buddha's teachings (dharma) help Buddhists journey along the path.
- Explain how members of the Sangha support each other at the festival of Wesak.

# Explore Humanism

Year 1

Reception

## Encounter

- A Buddhist story- The Monkey King

Year 2

Year 3

- Explore how Humanists use the golden rule as a basis for morality?
- Be able to make links to - what is your worldview?
- Explore the idea of- What is 'The Golden Rule?'

Year 4

Year 5

Year 6

- Explore why Humanists say happiness is the goal of life
- Look at Humanists beliefs in texts and quotations
- Explore the Humanist life ceremonies
- Explore aspects of happiness in Humanist decision-making