



Religious Education Progression Map 2021 - 2022

Intent

At Holy Trinity C.E. Academy we believe that pupils should be encouraged to investigate the beliefs and practices of religious and non-religious worldviews, respecting others who have differing beliefs to themselves. We aim :

- To enable pupils to explore core theological concepts in order to understand Christianity as a living world faith
- To enable pupils to develop knowledge and skills in making sense of biblical texts and understanding their impact in the lives of Christians
- To investigate the beliefs and practices of major religions and beliefs and understand the impact on their daily lives
- To encourage pupils to think critically and ask questions
- To encourage pupils to reflect upon their own beliefs and values
- To express their own opinions and value the opinions and beliefs of others

Implementation

Religious Education is taught in accordance with the agreed syllabus of Durham and Newcastle Dioceses, using Understanding Christianity and other faiths and thematic unit plans. Within Early Years, pupils will encounter Christianity and other religions and beliefs represented in the local area. Within Key Stage One, pupils will study Christianity for approximately two thirds of study time and Judaism. Within Key Stage Two, pupils will study Christianity for approximately two thirds of study time and Islam and Hinduism. Pupils will also learn from other religions and non-religious worldviews in thematic units. Within lessons pupils investigate key questions in order to make sense of the belief, understanding the impact on believers' lives and making connections with beliefs and themselves and the community. Pupils will complete varied activities whilst investigating the unit key question, including discussion, investigating the biblical text, comparison of different religious views, reflecting on their own beliefs and more practical activities.

Impact

The impact of the Religious Education curriculum will be evident in the attitudes demonstrated by the pupils, in their interactions with each other and their respect for others' beliefs and opinions. The impact of the curriculum will be monitored through book scrutinies, planning scrutinies, assessment of skills and discussions with pupils



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EYFS Expectations

Children in EYFS should encounter religions and worldviews through special people, books, times, places and objects and by visiting places of worship. They should listen to and talk about stories. Children can be introduced to subject specific words and use all their senses to explore beliefs, practices and forms of expression. They ask questions and reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of and wonder at the world in which they live.

End of Key Stage 1 Expectations

- Identify the core beliefs and concepts studied and give a simple description of what they mean
- Give examples of how stories show what people believe (e.g. the meaning behind a festival)
- Give clear, simple accounts of what stories and other texts mean to believers
- Give examples of how people use stories, texts and teachings to guide their beliefs and actions, individually and as communities
- Give examples of ways in which believers put their beliefs into practice
- Think, talk and ask questions about whether the ideas they have been studying have something to say to them
- Give a good reason for the views they have and the connections they make.
- Talk about what they have learned

End of Key Stage 2 Expectations

- Identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions
- Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts
- Taking account of the context(s), suggest meanings for texts/sources of authority studied, comparing their ideas with ways in which believers interpret them, showing awareness of different interpretations
- Make clear connections between what people believe and how they live, individually and in communities
- Using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures
- Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists)
- Reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently.
- Consider and weigh up how ideas studied relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make
- Talk about what they have learned, how their thinking may have changed and why



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Holy Trinity CE Academy School Progression document EYFS, KS1 and KS2

Holy Trinity CE Academy School Progression document EYFS, KS1 and KS2								
	EYFS		KS1		KS2			
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	I am Special People who are Special to Me Christmas	God/Creation Why is the word "God" so important for Christians? Incarnation – Why do Christians perform Nativity plays at Christmas?	Creation (Understanding Christianity 1.2 Who made the world?) Incarnation (Understanding Christianity 1.3 Why does Christmas matter to Christians)	What makes some places sacred to believers? Incarnation (Understanding Christianity 1.3 Why does Christmas matter to Christians?)	Creation /Fall (Understanding Christianity 2a.1 – What do Christians learn from the Creation story?) Incarnation/God (Understanding Christianity 2a.3 What is the Trinity? 6-8 hours)	Creation /Fall (Understanding Christianity 2a.1 – What do Christians learn from the Creation story? Digging deeper) Incarnation/God (Understanding Christianity 2a.3 What is the Trinity? Digging Deeper)	Creation (Understanding Christianity Unit 2B: 1 Creation and science: conflicting or complementary?) Incarnation (Understanding Christianity unit 2B.4 Was Jesus the Messiah?)	God (Understanding Christianity 2b.1 What does it mean if God is holy and loving?) Incarnation (Understanding Christianity 2b.4 Was Jesus the Messiah? Digging Deeper)
Spring	Stories Jesus Told Stories Jesus Heard	Being special – Where do we belong? Salvation Why do Christians put a cross in an Easter cross?	Who am I? What does it mean to belong? Salvation (Understanding Christianity 1.5 Why does Easter matter to Christians?)	Gospel (Understanding Christianity 1.4 What is the good news that Jesus brings?) Salvation (Understanding Christianity 1.5 Why does Easter matter to Christians?)	People of God (Understanding Christianity 2a.2 What is it like to follow God?) Salvation (Understanding Christianity 2b.5 Why do Christians call the day Jesus died 'Good Friday'?)	What are the deeper meanings of festivals? Salvation (Understanding Christianity 2b.5 Why do Christians call the day Jesus died 'Good Friday'? Digging Deeper)	Kingdom of God (Understanding Christianity Lower 2b.8 What kind of king is Jesus?) Salvation (Understanding Christianity 2b.6 What did Jesus do to save human beings?)	Why is pilgrimage important to some believers? Salvation (Understanding Christianity 2b.7 What difference does the resurrection make for Christians?)



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Summer	<p>Friendship</p> <p>My Special Places</p>	<p>Which places are special and why?</p> <p>Which stories are special and why?</p>	<p>God (Understanding Christianity 1.1 What do Christians believe God is like?)</p> <p>How should we care for the world and why should it matter?</p>	<p>Who is Jewish and how do they live?</p> <p>Key Stage One Young Leaders' Award</p>	<p>Gospel (Understanding Christianity 2a.4 what kind of world did Jesus want?)</p> <p>How and why do believers show their commitments during the journey of life?</p>	<p>What does it mean to be a Hindu in Britain today?</p> <p>Kingdom of God (Understanding Christianity 2A.6 When Jesus left, what was the impact of Pentecost?)</p>	<p>People of God (Understanding Christianity 2b.3 How can following God bring freedom and justice?)</p> <p>What does it mean for Muslims to follow God?</p>	<p>Gospel (Understanding Christianity 2b.5 What would Jesus do?)</p> <p>Why do some people believe in God and some do not?</p> <p>What will make our town a more respectful place? - linked to Young Leaders' Award</p>
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