

Walter Halls RE Progression Map

Government Guidance - Taken from: [Religious Education in English Schools: Non-statutory guidance 2010](#)

Religious Education is not a statutory part of the National Curriculum but state-funded, local authority schools must provide a basic curriculum.

'The curriculum for a maintained school must be a balanced and broadly based one which 'promotes the spiritual, moral, cultural, mental and physical development of pupils and of society, and prepares pupils for the opportunities, responsibilities and experiences of later life'. Section 2 79 (1) School Standards and Framework Act.

Breadth and Depth can be achieved in RE, if the following are taken into account:

- RE should provide opportunities for pupils to develop positive attitudes and values and to reflect and relate their learning in RE to their own experience.
- Building on the statutory requirements, it is recommended that there should be a wide- ranging study of religion and belief across the key stages as a whole.
- Not all religions need to be studied at the same depth or in each key stage, but all that are studied should be studied in a way that is coherent and promotes progression.
- Pupils should have the opportunity to learn that there are those who do not hold religious beliefs and have their own philosophical perspectives, and subject matter should facilitate integration and promotion of shared values.
- The study of religion should be based on the legal requirements and provide an appropriate balance between and within Christianity, other principle religions, and where appropriate, other religious traditions and worldviews, across the key stages as a whole, making appropriate links with other parts of the curriculum and its cross-curricular dimensions.

Walter Halls Aims (Based on Nottinghamshire's Agreed Syllabus)

1. Acquire and develop knowledge and understanding of Christianity and the other principal religions represented in the UK.
2. Develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures.
3. Develop positive attitudes and respect towards those who hold views and beliefs different from their own, and towards living in a society of diverse religions.
4. Develop the ability to make reasoned and informed judgements about religious and moral issues, with reference to the teachings of the principal religions represented in Nottingham, Nottinghamshire and the UK.
5. Enhance their spiritual, moral, social and cultural development by:
 - Developing awareness of the fundamental questions of life raised by human experiences, and of how religious teachings can relate to them.
 - Responding to such questions with reference to the teachings and practices of religions and other belief systems, relating them to their own understanding and experience.
 - Reflecting on their own beliefs, values and experiences in the light of their study

Two Attainment Targets:

1. **Learning ABOUT religion:** Examining, understanding and exploring religious beliefs, spirituality, teachings, worship practices and behaviour.
2. **Learning FROM Religion:** Exploring and responding to human experience. This includes exploring and responding to questions of identity, belonging, diversity, experience, meaning, purposes, truth, value, commitment and spirituality, making links to the specific religions studied.

The make up of the local area and the school community is an important influence in planning which religions are selected for study by the school. In terms of Community Cohesion in Nottingham and Nottinghamshire, it is more meaningful to pupils if the religions taught include those of their own families and communities, including smaller faith groups in order to accord equal value and respect. Similarly, children should learn that non-religious perspectives on life are also valid and widespread. Large numbers of our pupils come from families where no religion is practised and they must not be made to feel that their lives or families are less worthy as a result.

RE Coverage:

Rituals, ceremonies and lifestyles (from various religions)

Exploring the day-to-day lives and practices of various religions.

How beliefs are expressed

Understanding how books, scriptures, symbols, art and readings convey beliefs.

Beliefs and teachings (from various religions)

Understanding the key teachings of various religions.

Time to reflect and personal growth

Showing an appreciation for how religion plays an important role in people's lives. Exploring identity and who we are.

RE coverage should aim to:

- Provoke challenging questions;
- Encourage pupils to explore their own beliefs;
- Enable pupils to build their sense of identity and belonging
- Teach pupils to develop respect for others;
- Prompt pupils to consider their responsibilities.

Values (in your own life and others' lives)

Showing an appreciation for what people value and how it is an important aspect of their life. Making sense of right and wrong and choices we make.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
FS1	<u>Starting School</u> Joining F1 and becoming part of the school community. Building relationships with new friends and establishing routines	<u>Winter Celebrations</u> Simple version of Christmas story, and discussions about Christmas traditions. Finding out about Divali and Hannukah – 2 winter time festivals from different faiths.	<u>Me and My family</u> Celebrating yourself – what you are good at and what you aspire to get better at Looking at our families – all different but all special.	<u>New Life</u> How Easter is celebrated with a focus on new life and new beginnings linked to Spring – trees, flowers, baby animals.	<u>Your world, My world</u> Exploring the lives of 4 children from 4 different countries around the world – focusing on their families, homes, schools, food, communities, religions/places of worship etc. Finding out about Eid and Vasikhi. Two spring time festivals from different faiths.	<u>The Same but Different</u> Continuing learning around Your world, My world and about the 4 children, but making explicit links between similarities and differences between their lives and our children in F1 Work around Transition – changes, new relationships.
FS2 At the beginning of the year we find out what religions and faiths are practised by our children. This is an important	<u>Starting School – Settling in and learning about one another.</u> Starting School - Joining F2 and becoming part of the school community. Establishing new routines. Building relationships and making new friends.	<u>Celebrations</u> Birthdays – How do we celebrate birthdays? Why do we celebrate Christmas? Learning the Christmas Story and re-telling it. Talking about Christmas traditions and how Christians celebrate Christmas. How do we celebrate Christmas at home?	<u>New Years Resolutions</u> Talking about what we are already good at and what we aspire to be better at. Chinese New Year – How is Chinese New Year celebrated. Talking about other families celebrations and traditions and	<u>Easter</u> How do we celebrate Easter at home? How do Christians celebrate Easter? Continue to make comparisons between other religions/faiths and traditions/celebrations and places of worship.	<u>Growing</u> A focus on new life and our topic of 'Growing'. Spring – trees, flowers, baby animals. How we have grown and changed from being a baby and our hopes and dreams for when we are older. Learning about Holi and Hinduism – a spring festival. Begin to make comparisons to other	Working around transition into year one - changes and new relationships.

influence in planning as it is more meaningful to pupils if the religions taught include those of their own families and communities	<p>Establishing routines.</p> <p>Belonging to a family – how our families are different.</p> <p>Talking about our similarities and differences. What makes us unique and special? What makes us the same or similar? Being respectful of one another.</p>	<p>A visit from/to the local church.</p> <p>Learning about festivals at this time of year – Harvest and Diwali. Begin to make comparisons to other religions/faiths/traditions and celebrations/ places of worship.</p>	<p>compare it to our celebrations.</p> <p><u>People who help us</u> Visit from police/fire fighters to talk about how we can stay safe and how they help our community. How we can help others? Linking to kindness and empathy.</p>		<p>religions/faiths/traditions and celebrations/ places of worship.</p>	
FS1 and FS2	<p>In both F1 and F2 we learn about the different seasons and how these changes. This is developing children's understanding of the world around them, which they need to understand prior to understanding the wider world, as it also teaches about change, similarities and difference which link in to RE. There is a focus on Autumn in term 1, Winter in term 2, Spring in term 3 and 4 and Summer over term 5 and 5.</p>					
Year 1	<p><u>Thanking God for Nature</u> – Creation story in Christian and Jewish faiths. Harvest festival. Know that the world contains many beautiful natural things, all of which are unique. Know that Saint Francis is a Christian example of caring</p>	<p><u>Christmas Story – why is it important to Christians?</u> Retell, order and act out the Nativity. Christingle celebration. Why do we have a star/angel at the top of our tree? Why do we give presents? How does it feel to give/receive presents?</p>	<p><u>Places of Worship</u> What is a place of worship? (church, mosques, synagogues) Why are Places of Worship important? Special features of sacred places – children beginning to make comparisons. Learning to handle artefacts with care.</p>	<p><u>Easter Story– why is it important to Christians?</u> Ordering the events and beginning to understand why it is important to Christians.</p>	<p><u>Gifts and Giving</u> When/why do Christians give gifts? (Christmas) Muslims give gifts at Eid al-Fitr. Why is Eid al-Fitr so important to Muslims? Why is gifting gifts so important to them?</p>	<p><u>Faith Stories - Caring for others and friendship.</u> Read The Good Samaritan (Christian) and The Monkey King (Buddhism) and discuss. What makes a good friend? How can we look after our friends and family?</p>

	for and protecting living things					
Year 2	<p><u>Being thankful and caring for the natural world</u> – Revisit the Creation Story in Christian faiths and introduce Sukkot (Jewish harvest festival). Why is this festival important? Understand that the story of ‘Prince Siddhartha and the Swan’ teaches people to care for animals and ‘The Boy who Threw Stones at Trees’ teaches people to care for trees.</p>	<p><u>Christmas traditions around the world.</u> Which of the traditions are sacred and which are secular? How do sacred traditions help Christians to understand the importance of Christmas? Compare how people celebrate Christmas around the world.</p>	<p><u>What is religion?</u> What religions do you know? What do religions have in common? What is different? Comparing and contrasting places of worship/ ways of worship/ religious books and buildings.</p>	<p><u>How do Christians prepare for Easter?</u> Learn about lent and fasting (compare to fasting in Islam) How Did Jesus Share His Last Supper? Holy Communion and Easter Foods</p>	<p><u>Religion and Rituals</u> How is a ritual different from a routine? Know that many Muslims pray 5 times a day and that they move in a special way when praying. Design a prayer mat and understand why their prayer mat should not include drawings of people and animals. Know that Puja is a worship ritual for Hindus. Compare rituals from more than one religion.</p>	<p><u>Kindness – how to treat others.</u> What does the Bible/ Qur’an etc teach about kindness and treating others? Why should we treat others kindly? How do beliefs inform moral choices?</p>
Year 3	<p><u>Diwali – Hindu story of Rama and Sita.</u> Festivals of light and the importance and meaning of light in religious (and even secular) celebrations.</p>	<p><u>Christmas – The Nativity Story</u> Where is Nazareth and Bethlehem and why are these places so important? Who is Mary and Joseph and King Herod?</p>	<p><u>The life of Jesus.</u> According to Christians, what was His ministry? Why did he come to earth? Why did he die and rise again? What are his core teachings?</p>	<p><u>Understanding the events and emotions of Easter</u> The excitement of Palm Sunday, the special feeling of the Last Supper, the sadness of the Crucifixion, the joy of the Resurrection. Why are Christians still excited by Easter?</p>	<p><u>What do Hindus believe about God? Worship in a Hindu temple and worship at home.</u> One god who takes many forms. How do Hindu beliefs and teachings influence the life of believers? Visit to a Hindu temple?</p>	<p><u>Ceremonies</u> Discuss religious and non-religious ceremonies. Which ceremonies have the children attended? Understand vocabulary used to describe objects or rituals used at the ceremonies they have learnt about.</p>

						(Different ceremonies that could be covered: Weddings, Aqiqah, Bar Mitzvah, Dastar Bandi).
Year 4	<p><u>What do Jews believe?</u> Stories from the Old Testament. Jewish rules for living. The Ten Commandments Laws from Deuteronomy. Visit from a Rabbi?</p> <p><u>How do Jewish people live and worship?</u> In the home? (eg dietary rules). How do they worship in the synagogue? Visit to a synagogue?</p>	<p><u>Hanukkah</u> Learning about the Jewish festival and compare to other festivals from different religions. How is it celebrated?</p>	<p><u>Figures in authority,</u> both secular and religious. Why do we need authorities and rules in society? What are the roles responsibilities of leaders, especially faith leaders? If possible, organise a visit from 1 or more religious leaders.</p>	<p><u>Easter – different points of view.</u> Order the events of the first Easter. Look at the events from the point of view of different people – Peter, Jesus, Judas, the criminals crucified with Jesus.</p>	<p><u>Buddhism</u> Know that Siddhartha Gautama was the Buddha, how he found Buddhism and the teachings that followed. Look at Temples and Buddhist symbols. Use images and descriptions to explain The Tipitaka.</p>	<p><u>Forgiveness</u> – what is meant by forgiveness? Who do Jews ask for forgiveness? Identify some similarities and differences between what Jews and Buddhists believe about forgiveness. Know that the Yom Kippur is an important holy day for forgiveness. How does the Eightfold path influence a Buddhist on how they forgive and live their life?</p>
Year 5	<p><u>Who was Mohammed and why is he important to Muslims?</u> How did Islam begin?</p>	<p><u>Christmas – the story of the shepherds and wise men.</u> Why was Jesus born in a stable not a palace? Jesus came for everyone, rich and poor.</p>	<p><u>Peace</u> Choose acts of peace that can be carried out. Explain different religions view on peace. Complete mindfulness activities and reflect.</p>	<p><u>What happened on the first Easter? Why do Christians call Jesus ‘saviour’?</u> What do the different characters do and believe? What do Christians believe happened? What</p>	<p><u>What do Muslims believe?</u> What do Muslims believe about the Qur’an? What are the 5 Pillars of Faith and how do they influence a Muslim’s life.</p>	<p><u>How do Muslim beliefs affect the way Muslims live today?</u> How do they worship in the mosque or at home? Visit to a mosque? Compare</p>

				evidence do they have for their beliefs?	Why do Muslims celebrate the Holi festival?	dietary rules to those in Judaism (studied in year 4)
Year 6	<p><u>Being part of a community whether this is a faith community or not.</u></p> <p>Explain the difference between atheism and humanism and identify the key humanist ideas. What does the Happy Human symbol represent?</p> <p>How can faith help people live their lives? What about people who do not have a faith? Do people usually follow the beliefs of their parents? Why? Is it every ok to change your beliefs? Does faith make people happy? How can people find happiness in life?</p>	<p><u>Giving and receiving at Christmas.</u> Significance of the gifts wise men gave. The purpose of giving gifts at Christmas. Invisible gifts. God's gift of Jesus</p>	<p><u>How do people express their faith through art, drama and music?</u></p> <p>Art: Islamic art (no images of living things), Rangoli patterns, Images of Jesus and stained glass windows. Why were images so important in the past? How does music help people to worship?</p>	<p><u>Is there life after death?</u></p> <p>What do Christians believe about life after death? How does the story of Easter give Christians hope? What do other religions believe about life after death and what 'heaven' will be like? (Heaven? Jannah? Reincarnation? Nothing) What would <i>you</i> like heaven to be like?</p>	<p><u>Sikhism</u></p> <p>How was Sikhism founded? Name features of a Gurdwara. Describe the main Sikh festivals and why they are celebrated and explain what the main Sikh symbols mean or represent.</p>	<p><u>Justice and Freedom</u></p> <p>Understand that freedom and justice have more than one definition; Explain how beliefs about freedom and justice have influenced the actions of important figures in history and today.</p>

