

**ABBEY HILL PRIMARY and NURSERY SCHOOL
PROGRESSION MAP for RELIGIOUS EDUCATION**

AIMS

A - Know and Understand

B - Express Ideas and Insights

C – Gain and Use Skills

Colour Key Showing Religions: Judaism (J) Christianity (C) Hinduism Islam Sikhism Buddhism All faiths

Moral, Spiritual, Ethical, Personal development

AUTUMN 1

FOUNDATION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Autumn 1 & 2 from teachers' plans</p> <p>British Celebrations: Bonfire Night</p> <p>Christianity: Harvest God as the Creator The birth of Moses Some of the ten commandments:</p> <ul style="list-style-type: none"> • Do not steal • Do not lie • Listen to your parents <p>Hinduism: Diwali Christmas</p>	<p align="center">Belonging</p> <p>Aims: To investigate belonging in families, schools, animals & communities, including belonging in Christian communities. Learn about some Christian artefacts, baptisms, linking these with Jesus' baptism. Reflect simply on friendships and ways of behaving, helping and saying sorry.</p>	<p>Jewish Celebrations and Stories (David, Daniel (J & C) & Hanukkah)</p> <p>Aims: To know and understand the main parts of the Jewish and Christian stories of Daniel and David's lives. Investigate the Jewish festival of Hanukkah – story, artefacts & activities.</p> <p>Explore talents, discuss self-worth and ways of overcoming difficulties.</p>	<p>Signs, Symbols and Parables</p> <p>Aims: To learn about signs and symbols in everyday life, idioms in literacy and their hidden meanings. To relate these to and investigate Christian symbols, and various parables and their meanings, (after recapping parables in KS1).</p> <p>Values such as honesty, loyalty, justice and fairness, and love, are explored through the parables.</p> <p>How Christians try to bring these into communities eg through charities. (Noting other people do too.)</p>	<p>Detectives - Investigating Jesus</p> <p>Aims: To investigate the question 'Who is Jesus?' To explore Jesus' appearance, character and behaviour towards others, including his miracles, and the reactions of his followers and opponents. This is concluded by asking who did Jesus say he was. The children explore all the evidence.</p> <p>This unit helps develop empathy, and looks at trustworthiness, making good friendships, and respecting and helping marginalised people.</p>	<p>What's Important; Exploring Values</p> <p>Aims: To identify and explore values important to pupils. To discuss good and bad actions and moral dilemmas, recognising the need for guidelines in the home, school and community.</p> <p>To investigate choices and their consequences as well as the importance of values and how they are taught by different faiths, Judaism, Christianity, Islam, Sikhism & Buddhism.</p>	<p>Making a Difference</p> <p>Aims: To investigate the effects of poverty on some children in the world and explore how some inspirational leaders of various faiths and no faith are affecting change. To explore how Christian and Muslim charities help and how the teachings of Jesus and Muhammad influence the charities' values and activities.</p> <p>Empathy is developed, and ideas about 'needs', fairness and unfairness, are considered. How and why people help is explored, together with 'how can we make a difference?'.</p>

AUTUMN 2

Colour Key Showing Religions: **Judaism (J)** **Christianity (C)** **Hinduism** **Islam** **Sikhism** **Buddhism** **All faiths**
 Moral, Spiritual, Ethical, Personal development

FOUNDATION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
See above	<p>Diwali and Christmas Celebrations</p> <p>Aims: To look at their own celebrations and notice similarities with other people's. Focus on how special and unique each person is, developing positive attitudes and respect for others. Take respect further by investigating Hindu people and the Hindu celebration of Diwali.</p> <p>Investigate Christmas through gift giving. The story of Jesus' birth is told simply, and Christmas signs are explored. (See extra paper.)</p>	<p>Celebrations – Eid and Christmas</p> <p>Aims: To reinforce the idea that everyone is special; this leads to introducing and understanding Muslim people. Introduce the Muslim festival of Eid, making cards, food, etc and enacting Eid through a Big Eid Day</p> <p>Learn about the main parts of the story of Jesus' birth, including the journeys involved in the story. Decisions are made about the most important characters in the story. (See extra paper.)</p>	<p>Light and Dark + Christmas 3</p> <p>Aims: The symbolism of light is used to introduce light as both a Christian and Hindu symbol. In Christianity, the focus is on Pentecost when the Holy Spirit came, Saul's life-changing encounter with light and Jesus as 'the light of the world.' Other aspects of Saul's life are explored. In Hinduism, further aspects of the Hindu Festival of light, Diwali, are investigated, building on knowledge from the KS1 investigation. Using both faiths, development of good qualities are encouraged.</p> <p>Christmas is investigated through light. The significance of the magi's gifts is explored. (See extra paper.)</p>	<p>Hindu Family Celebrations + Christmas 4</p> <p>Aims: To explore and understand Hinduism and some of Hindus' family celebrations and stories behind them – Holi, Raksha Bandhan (sister/brother celebration), Janmashtami (Krishna's birthday), and Hindu weddings.</p> <p>To discuss good and evil as well as right and wrong. To consider commitment and promises, not only in marriages, but also extending to other aspects.</p> <p>Christmas is investigated through 'Hopes and dreams'. The Christian belief of a tripartite God is introduced simply, with Jesus, the son as the rescuer. (See extra paper.)</p>	<p>Muslim Families and Celebrations + Christmas 5</p> <p>Aims: To investigate important aspects of Muslim family life, such as food (Halal), clothes, recalling mosques and prayer (from Y4), cleansing before prayer, introduction of the Qur'an and its value to Muslims. Wedding, baby and naming celebrations are explored together with the use of the senses in these. Respect, positive discussions, and the value of the Muslims' Holy book are important in this unit. Extended into values that the pupils have.</p> <p>The courage of the characters in the Christmas story is investigated. The fulfilment of Jesus through Biblical prophecies is explored. (See extra paper.)</p>	<p>Exploring the New Testament + Christmas 6</p> <p>Aims: To investigate an overview of the New Testament, and explore the influence of Jesus on his followers, and two main characters, Peter and Paul. To understand the significance of Jesus' teachings as a guidance and inspiration to Christians as well as to people without a faith, Moral dilemmas and positive attitudes such as forgiveness, valuing others, and apologising are explored.</p> <p>The full story of Christmas is investigated. Symbolism, the real meaning of Christmas and connections with today's world are explored. (See extra paper.)</p>

SPRING 1

Colour Key Showing Religions: **Judaism (J)** **Christianity (C)** **Hinduism** **Islam** **Sikhism** **Buddhism** **All faiths**
 Moral, Spiritual, Ethical, Personal development

FOUNDATION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Spring 1 &2 from teachers' plans</p> <p>British Celebrations: Mother's Day (/Mothering Sunday – Christianity)</p> <p>Christianity: Jesus's advice / parables:</p> <ul style="list-style-type: none"> • Give money to the poor • Love thy neighbour • The good Samaritan • The farmer and the seed <p>Shrove Tuesday (Pancake Day)</p> <p>Other Cultures' Celebrations: Chinese New Year Easter</p>	<p>From Creation to Shabbat</p> <p>Aims: To understand Jewish & Christian beliefs about creation, God and be introduced to an important character, Abraham, who listened to God. To learn about the Jewish tradition of Shabbat and its links to the creation story – resting on the 7th day of creation, and 7th day of the week. To explore their understanding of God who is important to the pupils, and reflecting on thankfulness, promises, trust and the earth's beauty and its care.</p>	<p>Jesus and His Stories</p> <p>Aims: To investigate and understand Jesus' simpler or more common parables: Lost Sheep, Lost Coin, Prodigal Son, Good Samaritan, The Two Houses. To come to understand that Jesus deliberately used everyday life in the parables and realise that parables have hidden meanings. To explore some of these meanings, which include caring, apologising, forgiveness.</p>	<p>Brave People in the Bible</p> <p>Aims: To introduce the wisdom in the Bible and to investigate some more important people, Hannah and Samuel, in the Old Testament of the Bible. To investigate in depth the lives of Noah, Abraham, and David, developing pupils' understanding beyond KS1 level. Characteristics such as obedience, loyalty, determination, persistence and bravery shown by these people, are explored. Trustworthiness and friendship through issues such as good and bad, promises and agreements are also explored.</p>	<p>Jewish Celebrations and Family Life</p> <p>Aims: Investigating Judaism at a deeper level than KS1 work. Recapping and introducing more Jewish artefacts (eg mezuzah, tfilin), investigating a complete Shabbat experience including the synagogue experience. Other important Jewish celebrations, - Jewish weddings, naming ceremonies and Bar and Bat Mitzvah – are introduced and researched. Kosher food is introduced, and comparisons made with their own food, and activities and recuperation during Saturdays.</p>	<p>Exploring the Old Testament</p> <p>Aims: To explore the Old Testament through enquiry by asking the questions who, what, where, how, when and initially answering the question 'Why is it so important?' This involves aspects such as translations, including the Dead Sea Scrolls, types of writing, times when written, and location of events. Two different and inspirational characters, Ruth and Joshua, are investigated. The wisdom, guidance and inspiration of the Bible, together with the positive attitudes of valuing others, and developing friendships are considered.</p>	<p>Investigating Religions and Respect Further</p> <p>Aims: To recall religious diversity in the locality, and faiths in the community. To investigate 3 religions, - mainly Sikhism but also Christianity, (denominations and community involvement) and Hinduism, through their scriptures and beliefs. To explore Sikhism in depth, Guru Nanak and the Gurdwara – through an actual or virtual visit. To investigate inspiring people of various faiths, and consider consequences of actions, the Golden Rule, and respect for others.</p>

SPRING 2

Colour Key Showing Religions:

Judaism (J) Christianity (C) Hinduism Islam Sikhism Buddhism All faiths
Moral, Spiritual, Ethical, Personal development

FOUNDATION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
See above	<p>Jesus and His Miracles + Easter</p> <p>Aims: To investigate some healing miracles of Jesus and those involving nature. The healing miracles include the paralysed man lowered through the roof, Centurion's servant, the blind man, 10 lepers and Jairus' daughter. The nature miracles include the feeding of the 5000 and calming the sea.</p> <p>To explore thankfulness, overcoming fears, asking for help, and thinking of ways to contribute to good relationships.</p> <p>Investigate Easter through new life and the Easter story told simply. (See extra paper).</p>	<p>The Torah and Jewish (& Christian) Stories + Easter</p> <p>Aims: To be introduced to the Torah and understand and its importance and significance to Jewish people and the way it should be respected and treated. Using both the Jewish and Christian faiths, study carefully the main parts of the story of Joseph and how he overcame difficulties in his life. To recall all the Old Testament characters from KS1. To briefly recall the story of Moses, followed by an examination of the 10 commandments. Rules for living and treating people well are considered.</p> <p>The Easter story is extended but still told simply. (See extra paper).</p>	<p>Hindu Worship + Easter 3</p> <p>Aims: After Hinduism is introduced, aspects of Hindu worship are explored: Who do Hindus worship, how do they worship & where do they worship? Who: To explore the Hindu belief of one God, Brahman, and the various gods which show some of his characteristics. How: To investigate Puja artefacts in worship and how these relate to the senses. Where: Consider puja at home and to introduce Hindu temples.</p> <p>To discuss and investigate important aspects of the pupils' lives and values worth passing on to others. Easter: The washing of the disciples' feet and its significance is emphasised in the Easter story. (See extra paper).</p>	<p>Miraculous Escapes + Easter 4</p> <p>Aims: To explore in-depth the stories of the Daniel's, his friends' and Moses' miraculous escapes. These involve Daniel in the Lion's den, his friends in the Fiery furnace and Moses, who escaped being murdered as a baby. Later Moses freed the Jewish nation from the Egyptian slavery. How Moses changed through his life is examined. The Jewish festival of Pesach (Passover), (the celebration of the miraculous escape of the Israelites from Egypt) is investigated. Issues of right & wrong, justice & injustice, slavery & freedom, obedience, faith, courage, determination are explored. Easter: Judas' betrayal, Peter's denial and the Last Supper are emphasised. (See extra paper).</p>	<p>Pilgrimages + Easter 5</p> <p>Aims: To explore pilgrimages in 5 religions - Judaism, Hinduism, Sikhism, Islam and Christianity - and to understand why the pilgrimage places are special. Jerusalem is studied as a pilgrimage place for 3 religions - Judaism, Christianity, and Islam. A Christian tour to Southwell Minster is suggested. Hajj, the Islamic pilgrimage is researched thoroughly. This is followed by a brief look at Hindu and Sikh pilgrimages. Pupils consider their experience of journeys in different situations, making links with the feelings & experiences of pilgrims.</p> <p>Easter: Judas' motives, Jesus' sacrifice & forgiveness are studied. (See extra paper).</p>	<p>Exploring Muslim Beliefs + Easter 6</p> <p>Aims: To re-introduce Muslims and build on previous knowledge. To explore and develop an understanding of the Qur'an, its importance to Muslims, and its revelation. To explore aspects of the life of Muhammad PBUH, the first Mosque and the story of Bilal. To investigate the characteristics of Allah, and the 5 pillars of Islam, including their importance to Muslims. Ramadan and Eid-ul-Fitr are considered. Respect and the pupils' values are explored, together with ways of encouraging, caring, giving and trusting.</p> <p>To extend Easter by adding Pentecost, noting its effect. Explore scriptures and quotes about Jesus. (See extra paper).</p>

SUMMER 1

Colour Key Showing Religions etc: **Judaism (J)** **Christianity (C)** **Hinduism** **Islam** **Sikhism** **Buddhism** **All faiths**
 Moral, Spiritual, Ethical, Personal development

FOUNDATION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Summer 1 &2 - from teachers' plans</p> <p>British Celebrations: Father's Day</p> <p>Christianity: Noah's Ark Places of Worship: Church Infant Baptism</p> <p>Islam: Eid al-Fitr (including Ramadan) Places of Worship: Mosque</p>	<p>Visiting a Church</p> <p>Aims: To understand the importance and significance of a church for bringing a Christian community together. To visit a local church, considering what it is like and what kind of things happen there, including special events such as weddings. Reflections about their feelings in church are discussed. The significance of coming together in special places is considered.</p>	<p>Visiting a Synagogue</p> <p>Aims: To investigate and understand the importance and significance of a synagogue, the Jewish place of worship, for bringing the Jewish community together. In addition, rabbis, Jewish clothes, and features within synagogues are investigated. What takes place in a synagogue is explored using an actual or virtual visit</p> <p>Pupil are encouraged to look at what is special in their family and community, considering the importance of coming together in special places.</p>	<p>Visiting and Reviewing a Church</p> <p>Aims: Pupils discuss their own special place and establish that a church is a special place for Christians. Various churches, their denominations and Church events are explored. The focus is on investigating possible criteria for finding the best church for 4 imaginary families. The criteria are evaluated for each family, giving a sound basis for the pupils to review their local church after visiting it. An information pack is produced for new families coming into the community. Feelings within a church are explored by the pupils, together with discussions about what is valued and respected.</p>	<p>Muhammad pbuh, Mosques and Prayer</p> <p>Aims: This is a simple introduction to Muslim people and Islam, building on the Eid celebration in KS1. Muslims and their relationship with Allah, together with Muhammad PBUH and some of his stories are all introduced. An outline of a Muslim place of worship, the Mosque, and Muslim prayer life is established, with the possibility of a visit or virtual visit, if desired. Respect, caring for others and people caring for them are considered, as well as noticing positive attributes of their classmates. Trust and other issues are explored.</p>	<p>Investigating Religions, Harmony, near and far</p> <p>Aims: To understand religious diversity in the locality and city, UK and the world. To introduce 6 main religions, with an emphasis on Hinduism, in which a Hindu shrine is experienced, and beliefs and Scriptures are investigated (building on Y3-4 experiences). Sikhism is introduced, - 5Ks, and their Holy Book, the Guru Granth Sahib. To investigate inspiring people who advocated non-violence. Freedom of beliefs, consequences of actions and harmony between peoples are also explored.</p>	<p>Beautiful World Wonderful God?</p> <p>Aims: To investigate big questions about the world, especially its origins, its care and management and the existence or non-existence of God. One main focus is on the world's origins and the views of people with different faiths, or no faith are explored, especially Christianity, including looking at Scriptures. Both scientific and religious views are investigated and the question is asked, 'are these conflicting or complimentary'. The other focus is on environmental issues, stewardship of the world and the responsibility of humans for the care of the environment. Pupils' attitudes and values, issues of right and wrong, apologies and consequences of actions are explored.</p>

SUMMER 2

Colour Key Showing Religions: **Judaism (J)** **Christianity (C)** **Hinduism** **Islam** **Sikhism** **Buddhism** **All faiths**
 Moral, Spiritual, Ethical, Personal development

FOUNDATION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
See above	<p>Jewish Stories – Noah, Moses & Jonah</p> <p>Aims: To investigate the main events in the lives of three important Jewish and Christian people, Noah, Moses and Jonah. Pupils attempt to empathise with the characters, explore the challenges and discuss ways in which difficulties were overcome.</p> <p>Pupils explore and discuss simply issues arising from the stories - issues of right and wrong, obedience in their lives, lack of confidence and feelings of inability to do things.</p>	<p>Jesus’ Friends and Followers</p> <p>Aims: To investigate Jesus’ friends and followers, including the marginalised, and the interactions between them. The reactions of his friends and followers during his last week are explored, noting the differences after his death, together with his appearances.</p> <p>The influence of Jesus and his teachings on Christians today is studied, leading to researching some famous Christian people.</p> <p>Pupils consider friendships, valuing, respecting and helping others. Trustworthiness and discrimination are looked at in simple terms.</p>	<p>Amazing Roller Coaster Rides in the Bible</p> <p>Aims: To introduce an initial exploration of an overview of the Bible, both Old and New Testament and some main aspects of it. Pupils briefly recap key characters introduced in KS1.</p> <p>Jonah, and Joseph and Esther, heroes in the Old Testament are investigated, looking in depth at their lives. Pupils’ understanding of Jonah and Joseph beyond KS1 level is developed and the characters’ courage is explored.</p> <p>Esther is introduced, investigating the way she courageously saved her Jewish nation.</p> <p>Courage, obedience, trustworthiness, commitment and loyalty revealed in the stories are discussed.</p>	<p>Caring and Praying</p> <p>Aims: Through a discussion on caring generally, pupils explore how people from different faiths feel that God cares for them and how they talk and listen to God through prayer.</p> <p>Answered and unanswered prayers, including Bible passages, are investigated. Pupils look at Jesus’ advice about prayer and the meaning and relevance of the Lord’s prayer. The pupils’ and Christians’ view of heaven, as part of the Lord’s Prayer, is investigated.</p> <p>Values such as courage, self-sacrifice, love, thankfulness, generosity and reflection on life-giving moments are discussed through hearing inspirational stories.</p>	<p>Expressing Faith through the Arts</p> <p>Aims: To develop an understanding of the variety of art forms used in Christianity, Islam, Hinduism and Judaism to express their faith.</p> <p>To investigate how these faiths use art forms such as music, dance, drama, architecture, paintings, sculpture, icons, stained glass windows, textiles, calligraphy and illuminated pictures. This culminates in the pupils producing their own artwork, commissioned by a faith group of their choosing.</p>	<p>Journey Through Life</p> <p>Aims: to explore special times and ceremonies in the lives of Jewish, Christian and Hindu people. Initially there is a focus on ceremonies that initiate people into their faith: Bar and Bat Mitzvah in Judaism, Confirmation and Believer’s Baptism in Christianity and the Sacred Thread Ceremony in Hinduism. Special ceremonies in Christian lives such as baptism and weddings are considered. In Hinduism the unit is extended further to discover about Samskaras and Ashramas.</p> <p>Pupils explore possibilities for their own journeys through life and think about their hopes for the future, their commitments and responsibilities.</p>