

Heron Hill Primary School – RE Progression Map

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Creation <i>(Ideas around the natural world/the environment and how this links to religion and spirituality)</i>	<ul style="list-style-type: none"> say why looking after their classroom is important give examples of how we can look after our world show how they can look after living things in their local environment experience a variety of songs, prayers and stories about the creation of our wonderful world be thankful for the world around us 	<ul style="list-style-type: none"> Discuss the importance of caring for animals and the planet Begin to discuss their own ideas about where the world came from Explore similarities and differences between the creation stories of Christianity, Judaism and Islam, and non-religious views Explore and discuss what promises mean, using a P4C approach Consider our responsibility to look after the Earth Work together to care for the environment 	<ul style="list-style-type: none"> Recognise similarities and differences in creation stories between these 3 faiths Begin to understand the link between looking after the natural world and some religious beliefs about the world 	<ul style="list-style-type: none"> Use their senses to respond to the natural environment Understand how fragile the earth is and how we need to look after it Further understand the link between looking after the natural world and some religious beliefs about the world 	<ul style="list-style-type: none"> Reflect on their connection to others, the earth and the divine. Engage in reflection inspired by the natural world 		<ul style="list-style-type: none"> Use senses to become more aware and respond to nature Express my response to nature through artwork.
Community/Conflict <i>(Ideas around tolerance, peace, justice, and wider social implications and outworkings of religious ideas)</i>	<ul style="list-style-type: none"> Talk about themselves, their family and their friends and explain why they are special Show they can be sensitive to the needs and feelings of others through their actions 	<ul style="list-style-type: none"> find out about signs of belonging. I can ask and respond to questions about belonging to my family and my class. connect the idea of belonging with a symbol or a sign. say why the Golden Rule is a good rule for everyone and for me. Understand, explain and reflect on the meaning of friendship 	<ul style="list-style-type: none"> Reflect on the need for rules in our lives and which rules are important to us. Show awareness of the difference between right and wrong, with reference to events in daily life. Consider what makes someone an inspirational person/hero 	<ul style="list-style-type: none"> Understand why people see each other differently. Understand the need to respect beliefs of others What makes a good leader? Reflect on the importance of forgiveness and reconciliation in a modern day example 	<ul style="list-style-type: none"> Understand that everyone has a worldview Discuss ideas about God, showing respect for different people's beliefs Debate and discuss ideas around non-violence Reflect on similarities between Gandhi, Luther King and Christ 	<ul style="list-style-type: none"> Understand the importance of rules. Understand that consequences follow the keeping or breaking of rules. Consider how racism can be confronted and prejudice reduced. Consider whether racism is a kind of favouritism, a kind of unfairness. Suggest ideas of their own about how a community can be welcoming to people who are from minorities Explain, with reasons, why religious diversity is beneficial in a community. Explore ideas about fairness, justice, 	<ul style="list-style-type: none"> Explore and understand something of the danger of discrimination and how this can be a dangerous reaction to terrorism Discuss and explore ideas around anti-Semitism and Islamophobia Understand what a refugee is Reflect on what it might feel like to be identified as a 'refugee' Begin to understand refugees and better empathise with their situation. Reflect on how refugees were treated in a real-life situation

Heron Hill Primary School – RE Progression Map

						<p>poverty and charity in the world, particularly in the light of religious understanding.</p> <ul style="list-style-type: none"> • Make connections between my own ideas about wealth and poverty and the work of some charities. • Consider whether there is a tension around reinforcing stereotypes of people in poverty, and how this might relate to racism and white supremacy. 	and examine their own responses
Culture <i>(Ideas around religious / spiritual practice and places)</i>	<ul style="list-style-type: none"> • Identify a time that is special to them and recognise a time that is special to others • Say why something is precious and say how they would look after something precious • Talk about their homes and belongings and say why a place is special to them • Say why another place may be special for someone else 		<ul style="list-style-type: none"> • Explore a church through a visit 	<ul style="list-style-type: none"> • know what is meant by ‘sacrifice’; • explore examples of a sacrifice that someone may make 	<ul style="list-style-type: none"> • Thoughtfully propose questions to ask a practising Muslim, talking with them about their faith and life. • Reflect on what pilgrimage is for • Reflect on why a believer might be willing to go through suffering 	<ul style="list-style-type: none"> • Suggest how following a ‘code for living’ might impact on the actions of someone belonging to a religion. • Recognise that commitment to alleviating the suffering of others may be as a response to worshiping God and/or out of a sense of social justice 	<ul style="list-style-type: none"> • Link religious belief with action • Suggest meaning for a range of forms of religious expression.
Communication <i>(Ideas around religious beliefs and how these are formed and communicated)</i>	<ul style="list-style-type: none"> • Talk about favourite stories and why they are special. Be aware that stories teach us things • Respond to stories from the bible and from other faiths and cultures. • Identify something that is precious to them, and others. 	<ul style="list-style-type: none"> • Explain why books are special to us and understand that some books are important to people due to the religion they belong to. • Understand and discuss some of the similarities between Christian and Muslim teachings 	<ul style="list-style-type: none"> • Understand that holy books are special to different religions • Know that holy books should be treated with respect • Explore different understandings about God, listening to and respecting others’ viewpoints 	<ul style="list-style-type: none"> • Reflect on the meaning of phrases from the Lord’s Prayer • Recognise images are expressions of the artists’ beliefs; identify the influence pictures of Jesus have on pupils’ views of him • Reflect on why the story of the resurrection is such a key belief for Christians 	<ul style="list-style-type: none"> • Reflect on the impact of St Paul’s conversion experience • Ask important questions about religion and belief • Reflect on how new life comes out of death and understand the relation of this concept to the Easter story. 	<ul style="list-style-type: none"> • To consider why some books are sacred and have special value. • To appreciate the respect & etiquette, which accompanies some special books. • Observe and consider the use of the Qur’an in Islam, connecting ideas about tolerance and respect. • Express thoughtful ideas about the beliefs, values, texts + stories they study. 	<ul style="list-style-type: none"> • Consider what makes a document valuable and sacred. • Consider why and how they could encourage people to treat the Qur’an with respect

Heron Hill Primary School – RE Progression Map

<p>Reflection and personal response / developing own spirituality</p> <p><i>(reflection on own life / beliefs / practices)</i></p>	<ul style="list-style-type: none"> Identify similarities, differences and changes in their own lives Identify a memory that is precious to them and identify why a memory might be precious to someone else. 	<ul style="list-style-type: none"> identify the different responses of characters in OT stories and explore their own responses when told to do something they don't want to Reflect on the meanings of stories from the life of Muhammad (pbuh) for their own life 	<ul style="list-style-type: none"> Ask questions to further understanding 	<ul style="list-style-type: none"> explore what 'commitment' means; recognise the importance of commitment; think about own commitments understand the importance of commitment in our daily lives What might it mean to have faith in a God you cannot see and follow their instruction? Reflect on what would lead me/why I would venture into unknown territory Raise and discuss questions about prayer for themselves. List the qualities seen in themselves and others. Reflect on the importance of forgiveness and reconciliation in my life 	<ul style="list-style-type: none"> Reflect on my ideas about God Reflect on what my own worldview is Think about my own beliefs about God and how strongly I hold them Understand that Science and Religion ask different questions I can think of journeys that have been important to me and how I felt about them. Identify things in their own lives that they want to change Think about their own responses when others hurt them Identify what they can be thankful for Reflect on what they are sorry for Acknowledge their worries and practise ways of letting these go Reflect on what/who is important to me. Think about what I can do to make things right when I make a mistake Reflect on aspects of the 8-fold path and how I might apply these ideas to my own life Reflect on people who guide me/influence me I can put myself in someone else's shoes 	<ul style="list-style-type: none"> Reflect on what it might mean to 'pay someone forward' with kindness instead of 'paying someone back' Connect the story of Islamic Relief to their own experience and lives. Think about this question: how does our racist past in the UK have an influence today? What should we do about this? Explain, with reasons, the values of respect and listening. Think of how we can show our own "inner goodness". Experience some of the awe and wonder that can be felt in a place of worship. Consider how they might impact the world. Empathy with those suffering in the world and understanding what it is to be moved with compassion to act to serve others Respect for all through acknowledging the responsibility we have to others 	<ul style="list-style-type: none"> Reflect on my own worldview Explore and reflect on forgiveness in their own lives and the lives of others Reflect on Bonhoeffer's courage and make links to other courageous leaders. Reflect on my own responses in difficult situations. Chdn identify ways in which their lives could be affected by the 8-fold path of Buddhism. Describe what inspires and influences themselves and others. Express own responses to a piece of music. Reflect on how music can affect emotions and feelings. Create their own pattern incorporating symmetry and repetition, inspired by Islamic art Understand how religious studies and psychology can ask different questions and use different methods, and be able to describe some examples of these Pupils can use data to explore current practices and attitudes towards prayer by people from a range of religious and non-religious backgrounds
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Heron Hill Primary School – RE Progression Map

							<ul style="list-style-type: none">• Practise a meditation and reflect on its impact on them• Reflect on the place of prayer in my own life• Write own prayer response• Reflect on their own beliefs about life after death• Consider how belief in an afterlife may affect how we live in the present
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Heron Hill Primary School – RE Progression Map

Christianity	Jesus	<ul style="list-style-type: none"> • Jesus as special to Christians 	<ul style="list-style-type: none"> • Know that Christians believe Jesus healed people 	<ul style="list-style-type: none"> • Understand that Christians believe Jesus was God in human form 	<ul style="list-style-type: none"> • Know that Jesus was an historical figure • Jesus’ beliefs about himself – the Bread of Life, the Resurrection and the Life • Jesus seen as ‘light of the world’ by Christians 		<ul style="list-style-type: none"> • Know that the Sermon on the Mount contains some of Jesus’s most important teaching. 	<ul style="list-style-type: none"> • Know that Jesus and his parents were refugees for a time
	Bible	<ul style="list-style-type: none"> • Bible as special book for Christians 	<ul style="list-style-type: none"> • Explain why the Bible is special • Know that the Bible is in two parts – OT and NT 		<ul style="list-style-type: none"> • The Bible as Christian sacred text, divided into Old and New Testaments. • The Old Testament of the Bible as shared with Judaism. • Know that the Bible is made up of different types of literature / books • Christian belief that the Bible tells one big story that leads to Jesus 	<ul style="list-style-type: none"> • St Paul’s conversion and influence, including writing many of the NT books 	<ul style="list-style-type: none"> • Identify the Old & New Testaments and that the birth of Jesus marks the two sections. • Know that the Bible contains many separate books. • Know that the different genres of Biblical writing convey different aspects of God. • Know that both Moses (OT – Jewish) and Jesus (NT – Christian) gave their followers rules to live by. 	<ul style="list-style-type: none"> • Know the structure of the Bible: OT and NT, 66 books, different genres and authors, importance of the gospels to Christians • Know that the Jewish Psalms (hymns) are important in Christian and Jewish worship
	Festivals	<ul style="list-style-type: none"> • Christmas - birth of Jesus as a special baby • Easter as a special time for Christians • Symbols – cross; Easter eggs • Harvest celebrations 	<ul style="list-style-type: none"> • Christmas - understand the importance of the Christmas story and what happened • Easter – a sad day and a happy day; exploring emotions in the Easter Story 	<ul style="list-style-type: none"> • Christmas – understand that Christians believe Jesus was God in human form • Easter: Revisit Easter story and explore ideas around new life / beginnings/ endings 	<ul style="list-style-type: none"> • Know the Christmas story and where it took place; understand that Jesus was Jewish • Easter story – death and resurrection of Jesus • Meanings of Easter symbols: <i>cross, palm cross, bread, wine, Paschal candle, hot cross buns, Easter eggs, Easter bonnets, Easter flowers.</i> 	<ul style="list-style-type: none"> • Christmas story – shepherds’ perspective • Easter –Story of the Last Supper • Know and recall the sequence of the main events in Holy Week and Easter. • Know that Pentecost is an important Christian festival celebrating the gift of the Holy Spirit. 	<ul style="list-style-type: none"> • Christmas: Perspective of Wise Men • Easter: Understand the significance of the resurrection as a central belief in Christianity; explore Easter story from different perspectives of characters in the story • Pentecost – understanding some of the political/ religious and historical changes that took place after the first Pentecost and were initiated by that event 	<ul style="list-style-type: none"> • Christmas: Deepen understanding of the Christmas story through comparing Biblical accounts • Easter: explore some of the political/social implications of Easter • Explore the values behind the Easter story • Oberammergau Passion Play (link to German)

Heron Hill Primary School – RE Progression Map

		<ul style="list-style-type: none"> • God as loving people and not giving up on them • Christian belief in God as creator 	<ul style="list-style-type: none"> • Jesus says we should treat other people how we would like to be treated • Jesus’s teaching about being kind to others regardless of their background • Belief that God’s son was Jesus and he had power over creation • Know that the Biblical 6-day creation story and the story of Noah’s Ark are both part of both Christian and Jewish traditional beliefs 	<ul style="list-style-type: none"> • Explore the Ten Commandments • Identify key features of Christianity – Bible, Jesus, key festivals, Christian symbols and consider why they are important to Christians. • Revisit Biblical creation story 	<ul style="list-style-type: none"> • Forgiveness, reconciliation & freedom as important Christian values • Leaders in Christianity (and Judaism) are seen as called by God and following God’s rules • Revisit Christian/ Jewish creation story from Bible • Concept of stewardship – looking after God’s world 	<ul style="list-style-type: none"> • Know that the Trinity is a Christian concept • Know that the traditional Christian view of the Trinity is of Father, Son and Holy Spirit • Explore Christ’s teaching around forgiveness and non-violence • Know that Jesus was angry with those who exploited religion for profit • Christian belief that God sent Jesus for all people, including the social outcasts • Know that Christians regularly remember Jesus’s death in church using bread and wine. • Begin to use the language of ‘sacrifice’ as a way of describing why many Christians believe Jesus died • Begin to understand Christian ideas about the Holy Spirit 	<ul style="list-style-type: none"> • Know and remember some of the Ten Commandments. • Know that Jesus taught that loving God and loving others are the greatest commandments. • Consider a Bible text which narrates a key moment of inclusion in early Christian history • Explore Christian belief that Jesus came to be the Saviour of ALL people from all cultures and countries. • Understand that Quakers are part of the Christian religion, and explore some basic Quaker beliefs: <ul style="list-style-type: none"> ○ <i>Something of God in every person</i> ○ <i>Non-violence</i> ○ <i>Peace-making</i> ○ <i>All people are equal</i> • Explore Jesus’s teachings on giving and charity 	<ul style="list-style-type: none"> • David and Goliath; centrality of David Jewish faith • Understand the family link between David and Jesus • Explore Muslim, Jewish and Christian teaching about care for the ‘outsider’ • Through the Easter story, explore the Christian ideas of leadership as service; and of God identifying with humanity as a God who suffers with those who suffer • Explore Christian understandings of life after death • Listen to Christian children talking about their beliefs on life after death
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Heron Hill Primary School – RE Progression Map

	Christian Practice	<ul style="list-style-type: none"> Christian place of worship – church 		<ul style="list-style-type: none"> Name parts of a church and understand why they are special to Christians. Church visit 	<ul style="list-style-type: none"> Lord’s Prayer central to Jesus’s teaching about prayer Baptism Introduce the idea of Lent and Christian practice – introduce through story of Jesus being tempted in wilderness 	<ul style="list-style-type: none"> Understand what Lent is and how some Christians mark this. 	<ul style="list-style-type: none"> Explore scenes from the Quaker Tapestry to learn more about the Quakers and their beliefs Meet a local Quaker and ask questions Compare a Quaker meeting house with a local Anglican or Catholic church building Make connections between what I’ve learned about Quaker beliefs and how these beliefs might influence the behaviour of Quakers. 	<ul style="list-style-type: none"> To know that many Christians express their belief in God through music Revisit the Lord’s Prayer as an important prayer for Christians Know that Christians pray in many different ways
	Stories	<ul style="list-style-type: none"> Jesus calms the storm Feeding of 5000 The Lost Sheep The Lost Coin Creation Story (Biblical) 	<ul style="list-style-type: none"> Jonah and the Great Fish Daniel in the Lions’ Den Zacchaeus Jesus heals the paralysed man The Good Samaritan 7 Days of creation Noah’s Ark Jesus calms the storm St Francis 	<ul style="list-style-type: none"> Life of Moses 	<ul style="list-style-type: none"> Calling of Abraham Story of Joseph Revisit story of Moses 7 days of creation The Bible’s Big Story 	<ul style="list-style-type: none"> Pentecost Conversion of St Paul St Columba Mother Teresa Martin Luther King Jesus clears the temple of moneylenders Jesus being tempted in the wilderness 	<ul style="list-style-type: none"> Moses receiving the 10 Commandments John Wesley Peter and Cornelius Story of George Fox (Quaker) Margaret Fell (Quaker) Good Samaritan - revisit Rich Young Ruler 	<ul style="list-style-type: none"> David and Goliath Dietrich Bonhoeffer
	Key figures		<ul style="list-style-type: none"> St Francis of Assisi and his care for animals and the Earth 	<ul style="list-style-type: none"> Mother Teresa 	<ul style="list-style-type: none"> Know OT stories of Abraham, Joseph and Moses and understand links to Judaism Abraham as a prophet/ man of faith in a relationship with God 	<ul style="list-style-type: none"> St Paul’s conversion and influence, including writing many of the NT books Life of Martin Luther King Jr 	<ul style="list-style-type: none"> John Wesley Know that George Fox and Margaret Fell were significant local Quakers 	<ul style="list-style-type: none"> Know who Dietrich Bonhoeffer was and make links between his Christian faith and his actions

Heron Hill Primary School – RE Progression Map

	Social issues	<ul style="list-style-type: none">• Link between loving God and loving the world	<ul style="list-style-type: none">●Caring for the earth	<ul style="list-style-type: none">• Caring for others		<ul style="list-style-type: none">• The fight against racism in the USA	<ul style="list-style-type: none">• Contrast the two stories of Edward Colston and John Wesley• Learn that different Christian people have been both racist and anti-racist• Talk about the meaning of the idea that ‘God has no favourites’• Make links between the story of Peter and Cornelius and the issues of racism faced by our communities today• Make connections between Christian beliefs about charity and the work of a Christian religious charity involved in global issues (Christian Aid).	<ul style="list-style-type: none">• Know that many Christians went along with the ideals of Nazism• Explore an example of a Christian who stood for justice against Nazism
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Heron Hill Primary School – RE Progression Map

Key Vocabulary - Christianity	Bible God Jesus Christian Christmas Easter Harvest Creator Church	Bible Old Testament New Testament God Jesus Christian Christmas Easter Harvest Creator Church Creation Story	Bible Old Testament New Testament God Jesus as God Jesus Christian Christmas Easter Harvest Creator Church Creation Story New life Ten Commandments	Bible Old Testament New Testament Bible as collection of books God Jesus as God Jesus Christian Christmas Easter Harvest Creator Church Creation Story New life Ten Commandments Light of the World Resurrection & Life Jewish cross palm cross bread wine Paschal candle Stewardship Lord’s Prayer Temptation Baptism	Bible Old Testament New Testament Bible as collection of books New Testament - gospels, letters God Jesus as God (Incarnation) Jesus Christian Christmas Easter Harvest Creator Church Creation Story New life Ten Commandments Light of the World Resurrection & Life Jewish cross palm cross bread wine Paschal candle Stewardship Lord’s Prayer Temptation Baptism Last Supper Holy Week Pentecost Holy Spirit Trinity Forgiveness Sacrifice Lent conversion	Bible Old Testament New Testament Bible as collection of books New Testament - gospels, letters God Jesus as God (Incarnation) Jesus Christian Christmas Easter Harvest Creator Church Creation Story New life Ten Commandments Light of the World Resurrection & Life Jewish cross palm cross bread wine paschal candle Last Supper Holy Week Pentecost Holy Spirit Trinity Forgiveness Sacrifice Lent Conversion Sermon on the Mount Quaker Racism	Bible Old Testament New Testament Bible as collection of books New Testament - gospels, letters Psalms (OT) God Jesus as God (Incarnation) Jesus Christian Christmas Easter Harvest New life Light of the World Resurrection & Life Jewish cross palm cross bread wine Paschal candle Last Supper Holy Week Pentecost Holy Spirit Trinity Forgiveness Sacrifice Lent Conversion Sermon on the Mount Quaker Racism Justice Passion play Service Suffering Afterlife
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Heron Hill Primary School – RE Progression Map

Islam	Prophet Muhammad (pbuh)		<ul style="list-style-type: none"> • Know when and where Muhammad (pbuh) lived • Know a bit about his family • Muhammad (pbuh) as the messenger of Allah (God) • Know some stories about Muhammad's (pbuh) life and teachings • Know that Muhammad (pbuh) set an example of being kind to others even when they were unkind to him 			<ul style="list-style-type: none"> • Muslims believe the Qur'an was revealed to Muhammad (pbuh) by Allah 	<ul style="list-style-type: none"> • To know how Muhammad (pbuh) received God's message. 	
	Qur'an	Qur'an as special book for Muslims		<ul style="list-style-type: none"> • Understand that Muslims have special rules when handling the Qur'an 		<ul style="list-style-type: none"> • Muslims believe the Qur'an was revealed to Muhammad (pbuh) by Allah 	<ul style="list-style-type: none"> • To understand the origins of the Qur'an. • To know how Muhammad (pbuh) received God's message, and that he travelled with his followers to Makkah (Hijrah) • Understand how and why the Qur'an is treated with respect • Describe thoughtfully how Muslims show the value they place on the Qur'an. • Explain why the history of the Qur'an makes the Birmingham copy so significant for Muslims in Britain. 	<ul style="list-style-type: none"> • Revisit how the Qur'an is believed to have been received by Muhammad (pbuh) from God. • Explore Muslim belief in the Qur'an as the unchanged word of Allah and why Muslims believe it must be read in Arabic.
	Festivals	Eid cards – Ramadan and Eid		Food, fasting and festivals Sawm (fasting) / Ramadhan – Eid				

Heron Hill Primary School – RE Progression Map

	Key beliefs	<ul style="list-style-type: none"> Muslim belief in Allah (God) as creator 	<ul style="list-style-type: none"> Muslim creation story 	<ul style="list-style-type: none"> To know that prayer is an important part of the Muslim faith and that it is called Salah. Revisit Islamic creation story 		<ul style="list-style-type: none"> Know that Muslims believe in one God (Allah) Know that Muslims have 99 names for God Key Muslim artefacts and their significance All Muslims are equal before Allah Ibadah – worship of Allah through every part of life The 5 pillars of Islam Hajj as one of the 5 pillars of Islam 	<ul style="list-style-type: none"> Know that Muslims practise various forms of charity, generosity and giving, including Zakah, one of the Five Pillars of Islam Know that Muslims try to follow the teaching of both the Qur'an (scripture) and the Hadith (sayings of the Prophet Muhammad), and this leads them to think about how they use their money, time and gifts Explore Muslim teaching around charity and helping others 	<ul style="list-style-type: none"> Explore Muslim, Jewish and Christian teaching about care for the 'outsider' Know that in Islam, images of God are forbidden. Explain the importance of pattern in Islamic art: geometry symbolises Tawhid (unity) and balance (Mizan). Know that Salah is one of the pillars of Islam and that Muslims pray 5 times a day; but that many Muslims also pray at other times Explore Muslim understandings of the afterlife Listen to Muslim children talking about their ideas on life after death
	Islamic Practice	<ul style="list-style-type: none"> The mosque as a special place Celebrating an Islamic wedding Prayer beads to help Muslims pray 	<ul style="list-style-type: none"> Listen to and begin to understand what belonging means in Islam 	<ul style="list-style-type: none"> Introduce the 5 pillars of Islam as a Muslim way of living 	<ul style="list-style-type: none"> Ramadhan, sawm (fasting) 	<ul style="list-style-type: none"> (Salat) Prayer – facing Makkah Preparing for prayer – cleanliness rituals Hajj ritual of throwing stones at the Jumuraat 	<ul style="list-style-type: none"> Further explore the commitment of 'Zakat' (charitable giving) in Islam Make links between the beliefs and teachings of Islam and the work of a religious charity. 	<ul style="list-style-type: none"> Know that in a mosque all artwork is abstract (no images of people) Know that Salah is one of the pillars of Islam and that Muslims pray 5 times a day; but that many Muslims also pray at other times
	Stories	<ul style="list-style-type: none"> Muhammad and the Cat The Slave who would not be quiet Muhammad at the gates of Makkah 	<ul style="list-style-type: none"> The Boy Who Threw Stones at Trees The prophet and the ants The prophet and the crying camel Islamic Creation Story 		<ul style="list-style-type: none"> Revisit Islamic Creation Story 	<ul style="list-style-type: none"> Muhammad (pbuh) receives the Qur'an 	<ul style="list-style-type: none"> Story of Hany El Banna (founder of Islamic Relief) Revisit: Story of Angel Jibril giving Qur'an to Muhammad (pbuh) Story of the Birmingham Qur'an 	<ul style="list-style-type: none"> The Muslim who forgave - Rais Bhuiyan

Heron Hill Primary School – RE Progression Map

	Key figures						<ul style="list-style-type: none"> Hany El Bana 	<ul style="list-style-type: none"> Know the story of Rais Bhuiyan - the Muslim who forgave shooter Mark Stroman after 9/11
	Social	<ul style="list-style-type: none"> Link between worshipping Allah and loving the world 					<ul style="list-style-type: none"> Know that Dr Hany El Banna started the charity Islamic Relief (1985) Describe the work of a Muslim religious charity involved in global issues (Islamic Relief). 	

Key Vocabulary - Islam	Qur'an Ramadan Eid Mosque Prayer beads	Qur'an Ramadan Eid Mosque Prayer beads Prophet Muhammad (pbuh) Allah	Qur'an Ramadan Eid Mosque Prayer beads Prophet Muhammad (pbuh) Allah Sawm Salah	Qur'an Ramadan Eid Mosque Prayer beads Prophet Muhammad (pbuh) Allah Sawm Salah	Qur'an Ramadan Eid Mosque Prayer beads Prophet Muhammad (pbuh) Allah Sawm Salah Tawhid 5 pillars Ibadah Shahadah Hajj Zakat Makkah Jumaraat Revelation	Qur'an Ramadan Eid Mosque Prayer beads Prophet Muhammad (pbuh) Allah Sawm Salah Tawhid 5 pillars Ibadah Shahadah Hajj Zakat Makkah Jumaraat Revelation Hadith Hijrah	Qur'an Ramadan Eid Mosque Prayer beads Prophet Muhammad (pbuh) Allah Sawm Salah Tawhid 5 pillars Ibadah Shahadah Hajj Zakat Makkah Jumaraat Revelation Hadith Hijrah Mizan
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Heron Hill Primary School – RE Progression Map

Buddhism	Buddha				<ul style="list-style-type: none"> Importance of Buddha Buddha as human, not a god Prince Siddartha & how he became enlightened 			
	Buddhist Scriptures							<ul style="list-style-type: none"> To know that there is more than 1 sacred text in Buddhism. To identify some of the features of the Tripitaka
	Festivals				<ul style="list-style-type: none"> Wesak 			
	Key beliefs				<ul style="list-style-type: none"> Explore Buddhist ideas about creation (no God that created the world) Buddhist ideas about living a good life in the present Concept of 'Ahimsa' – 'hurt no living thing' Buddhist concept of Enlightenment The world is not perfect 3 jewels (Buddha, Dharma Sangha) 4 Noble Truths Introduce 8-fold path 	<ul style="list-style-type: none"> Know that the Buddhist religion does not have a Divine being as a core belief Revisit: Buddhist concept of Enlightenment 3 signs of being 3 jewels (Buddha, Dharma Sangha) 4 Noble Truths 8-fold path 	<ul style="list-style-type: none"> Revisit Buddhist beliefs about suffering, change (Anicca) and compassion/loving-kindness. 	<ul style="list-style-type: none"> Understand that Buddhists believe that birth and death are part of a cycle, and that the way you behave in life affects your future life. Understand the symbolism of the Buddhist Wheel of Life Listen to Buddhist children talking about their ideas of life and death
	Buddhist Practice				<ul style="list-style-type: none"> Meditation Buddhist temple – virtual visit 	<ul style="list-style-type: none"> Meditation Meet local Buddhists Find out about Buddhism in an area of East Asia 	<ul style="list-style-type: none"> Relate the work of the charity 'Buddhist Global Relief' to Buddhist beliefs 	<ul style="list-style-type: none"> Understand there are different groups of Buddhists.
	Stories				<ul style="list-style-type: none"> Story of Prince Siddartha 			
	Key figures						<ul style="list-style-type: none"> Bhikkhu Bodhi (founder of Buddhist Global Relief) 	
	Social						<ul style="list-style-type: none"> Explore the charity Buddhist Global Relief 	

Heron Hill Primary School – RE Progression Map

Key Vocabulary - Buddhism					Buddha Prince Siddhartha Enlightenment Wesak Ahimsa Dharma Sangha 4 Noble Truths Meditation Temple	Buddha Prince Siddhartha Enlightenment Wesak Ahimsa Dharma Sangha 4 Noble Truths Meditation Temple 3 signs of being 8-fold path	Buddha Prince Siddhartha Enlightenment Wesak Ahimsa Dharma Sangha 4 Noble Truths Meditation Temple 3 signs of being: Annica (impermanence) Annata (no soul) Dukkah (dissatisfaction) 8-fold path	Buddha Prince Siddhartha Enlightenment Wesak Ahimsa Dharma Sangha 4 Noble Truths Meditation Temple 3 signs of being: Annica (impermanence) Annata (no soul) Dukkah (dissatisfaction) 8-fold path Wheel of Life Cycle of Life Tripitaka
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Non-religious worldviews	<ul style="list-style-type: none"> Make reference to non-religious views about how the world came to be, and expression of love for the planet from this viewpoint 	<ul style="list-style-type: none"> Explore and discuss our own ideas about how the world got here, including non-religious views represented in the class 	<ul style="list-style-type: none"> Explore different understandings of what might be 'out there', including non-religious views 	<ul style="list-style-type: none"> What might an atheist believe about how the world came to be? 	<ul style="list-style-type: none"> Understand the difference between Atheism and Agnosticism 		<ul style="list-style-type: none"> Know what Humanism is Explore humanist ideas about care for the 'outsider', and rights and responsibilities Explore Humanist ideas about life and death and consider how these may affect how we live in the present.
Other faiths touched on: Judaism Hinduism	<ul style="list-style-type: none"> Sukkot (Jewish Harvest festival) Torah as special book for Jews 	<ul style="list-style-type: none"> Understand that the OT is shared by Christians and Jews 	<ul style="list-style-type: none"> Make link that Ten commandments are also Jewish Link to Jewish creation story Hindu creation story 	<ul style="list-style-type: none"> Know the Biblical stories of some of the founding fathers of Judaism: Abraham, Joseph, Moses Understand the family link between these characters Understand the importance of the land of Canaan to the Jewish people Jews see Moses as the prophet who set the people free 	<ul style="list-style-type: none"> Story of Mahatma Ghandi Explore ideas about non-violence in Hinduism Know that Gandhi was a Hindu who fought against injustice using non-violent means 	<ul style="list-style-type: none"> Revisit: the Ten Commandments were rules given by Moses for the Jewish people to follow. Revisit Hindu ideas of Mahatma Ghandi – 'Be the change you want to see in the world' 	<ul style="list-style-type: none"> To know that the Jewish sacred text is the Torah and that it is the same as the first 5 books of the Bible. To understand the origins of the Torah. Know that the Torah is a scroll and how it is protected and stored Begin to understand the link between Jewish history and the modern-day state of Israel Know that the star of David, a key Jewish

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				<ul style="list-style-type: none"> Examples of religious commitments for a Hindu child 			<p>figure, was used to identify Jews in Nazi Germany</p> <ul style="list-style-type: none"> Explore the human stories behind some of the victims of the Holocaust. Know that Hindus practice puja but also pray in many other ways Know that Hindus believe in reincarnation
Comparing faiths & worldviews		<ul style="list-style-type: none"> Golden Rule in several faiths/ worldviews Know the Muslim creation story and explore its similarities to the Biblical story 	<ul style="list-style-type: none"> Explore, compare and contrast creation stories from different religions and traditions 	<ul style="list-style-type: none"> Know that some Bible stories are shared with Islam. Revisit Islamic creation story, discuss similarities with Biblical version 		<ul style="list-style-type: none"> Know that religious and ethnic diversity is common in different parts of the UK and globally. Understand more about the religious make-up of the world. Explore the ways in which religious communities in the UK have grown and changed in terms of religious diversity Compare and contrast Christian, Muslim and Buddhist responses to suffering Be able to find similarities and differences between the 'codes for living' from 4 religions (Christian, Muslim, Hinduism, Buddhism), and between these and the 'Golden Rule.' Identify principles that all the religions agree on. 	<ul style="list-style-type: none"> Explore and compare Muslim, Jewish and Christian teaching about care for the 'outsider', and rights and responsibilities Know that in many religions, music is a form of expressing faith. Use a developing vocabulary to show an understanding of sources, beliefs, practices and feelings in religion Know that prayer is a significant feature in many religions Know that prayer may take different forms, including public recitation and ritual, as well as daily prayer Compare and contrast prayer practices Draw similarities between forms of prayer in different religions Ask questions of local believers (Christian, Muslim, Hindu) about how and why they pray Understand that there are many beliefs

Heron Hill Primary School – RE Progression Map

							<div>concerning what happens at death.</div> <ul style="list-style-type: none">Consider what values might be shared between different worldviewsReflect on the meaning of prayerReflect on the difference between prayer and meditation
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Other Key Vocabulary	Sukkot Torah Beginnings Jews Prayer	Sukkot Torah Beginnings Jews Prayer Origins Golden Rule Worship	Sukkot Torah Beginnings Jews Origins Golden Rule Prayer Worship Hindu Non-religious	Sukkot Torah Beginnings Jews Origins Golden Rule Prayer Worship Meditation Hindu Non-religious Judaism Atheist Commitment	Sukkot Torah Beginnings Jews Origins Golden Rule Prayer Worship Meditation Hindu Non-religious Judaism Atheist Commitment Atheism Agnosticism Worldview Non-violence	Sukkot Torah Beginnings Jews Origins Golden Rule Prayer Worship Meditation Hindu Non-religious Judaism Atheist Commitment Atheism Agnosticism Worldview Non-violence	Sukkot Torah Beginnings Jews Origins Golden Rule Prayer Worship Meditation Hindu Non-religious Judaism Atheist Commitment Atheism Agnosticism Worldview Non-violence Humanism Rights & responsibilities Star of David Holocaust Puja Reincarnation
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