

Progression in RE

Key	Christianity	Judaism	Islam	Hindu Dharma	Thematic: Mixed Religions/ World Views
-----	--------------	---------	-------	--------------	--

NB: ← Builds on/Leads on from previous units. → Leads onto/ Sows the seeds for future units.

	FS2	Y1	Y2	Y3	Y4	Y5	Y6
God		<p>Unit 10 GOD What do Christians believe God is like?</p> <p>In this unit, pupils will build on their knowledge of Christianity from unit 7 and explore some key parables and stories from the bible that help Christians to learn about the nature of God.</p> <p>←Unit 1 exploring Christian ideas about God</p> <p>→Units 20 and 31 that develops understanding of</p>		<p>Unit 20 INCARNATION/GOD What is the Trinity and why is it important for Christians?</p> <p>In this unit, pupils build on their understanding if the significance of Jesus and God to Christians by exploring what the Trinity is.</p> <p>←Units 1, 2, 8 and 10 where pupils are introduced to Christian beliefs about Incarnation and G-d</p> <p>→Units 31 and 38 develops</p>		<p>Unit 31 GOD What does it mean if God is holy and loving?</p> <p>In this unit, pupils will learn about what many Christians believe God is like, exploring key texts from the Bible, using ways of knowing that theologians use. Pupils will link their learning in this topic to other concepts studied in KS1 and Lower KS2 to suggest why Christians believe that God is forgiving and loving.</p>	

Progression in RE

		Christian belief about God		understanding of Christian beliefs about God, and Incarnation		<p>←Units 10 and 20 exploring Christian ideas about God and Incarnation</p> <p>→Units 34, 35, 37, 38, 40 and 41 that develop understanding of Christian concepts in line with the 'Big Story' of the Bible</p>	
	FS2	Y1	Y2	Y3	Y4	Y5	Y6
Creation/Fall	<p>Unit 1 CREATION Why is the word "God" so important to Christians?</p> <p>In this unit, pupils are introduced to some key beliefs for Christians such as creation, stewardship and God.</p> <p>→Units 7, 12, 23, 24, 34 that explore creation/stewardship Units 10, 20 and 31, that explore Christian ideas about God</p>	<p>Unit 7 CREATION Who do Christians say made the world?</p> <p>In this unit, pupils will learn about the Christian creation story and begin to understand that some Christians believe different things about creation. They</p>		<p>Unit 23 CREATION/FALL What do Christians learn from the creation story?</p> <p>This unit focuses on the stories of Creation and the Fall as two parts of the 'Big Story' of the Bible. Pupils build on work done in KS1 on creation and explore key messages within it for many Christians.</p> <p>←Units 1, 7, and 12 where pupils explore</p>		<p>Unit 34 CREATION/FALL Creation and science, conflicting or complimentary?</p> <p>In this unit, pupils will build on what they have previously learn about the importance of creation within the 'Big Story' of the Bible for Christians. They will study Genesis 1 and find out about how</p>	

Progression in RE

		<p>will link this with Christian concept of stewardship.</p> <p>←Unit 1, exploring Christian ideas about Creation</p> <p>→Units 12, 23 and 34 that develop understanding of Christian beliefs about Creation</p>		<p>Christian beliefs about creation</p> <p>→Unit 34 develops understanding of Christian beliefs about creation linked to the fall in Genesis</p>		<p>different Christians may interpret this text in different ways and explore whether it is conflicting or complementary with what science says</p> <p>←Units 1, 7, 12, 23 and 34 where pupils explored creation</p> <p>→Units 37, 38, 40 and 41 that develop understanding of Christian concepts in line with the 'Big Story' of the Bible</p>	
	FS2	Y1	Y2	Y3	Y4	Y5	Y6
People of God				<p>Unit 19 PEOPLE OF GOD What is it like for someone to follow God?</p>		<p>Unit 35 PEOPLE OF GOD How can following God bring freedom and justice?</p> <p>In this unit, pupils will find out about the story of the</p>	

Progression in RE

				<p>In this unit, pupils build on their knowledge the 'Big Story' of the Bible and learn about the concept of People of God within the 'Big Story'. Pupils will spend time looking at several texts that share stories about People of God from the Old Testament in detail. They will consider the importance of returning to the original text for meaning rather than learning the story from videos or children's books</p> <p>→Units 35 develops understanding of the People of God concept</p>		<p>Exodus, make clear connections between Bible texts studied and what many Christians believe about how God can help during difficult times and how they should behave. Pupils will investigate the ten commandments, considering why many Christians believe the People of God were given these and what they mean for believers today.</p> <p>←Unit 19 were pupils developed their understanding of the People of God concept</p> <p>→Units 37, 38, 40 and 41 that develop understanding of Christian concepts in line with the 'Big Story' of the Bible</p>	
--	--	--	--	---	--	---	--

Progression in RE

	FS2	Y1	Y2	Y3	Y4	Y5	Y6
Incarnation	<p>Unit 2 INCARNATION Why do Christians perform nativity plays at Christmas?</p> <p>In this unit, pupils will build on their understanding of some key beliefs for Christians and learn the key events from, and beliefs linked to, the Christmas story. They will begin to understand that some stories change over time and that it is important for believers to return to and study the original text.</p> <p>←Unit 1, exploring Christian ideas about God Unit 4 that explores Easter</p> <p>→Units 8, 20 and 38 that explore Incarnation</p>	<p>Unit 8 INCARNATION Why does Christmas matter to Christians?</p> <p>In this unit pupils will build on their own personal knowledge and will find out about how Christmas is celebrated today considering which traditions are secular and which are religious.</p> <p>←Unit 2, exploring Christian ideas about Incarnation</p> <p>→Units 20 and 38 that develop understanding of Christian</p>		<p>Unit 20 INCARNATION/GOD What is the Trinity and why is it important for Christians?</p> <p>In this unit, pupils build on their understanding if the significance of Jesus and God to Christians by exploring what the Trinity is.</p> <p>←Units 1, 2, 8 and 10 where pupils are introduced to Christian beliefs about Incarnation and G-d</p> <p>→Units 31 and 38 develops understanding of Christian beliefs about God, and Incarnation</p>			<p>Unit 38 INCARNATION Why do Christians believe that Jesus was the Messiah?</p> <p>In this unit, pupils will build on work done in Lower KS2 on the Trinity and learn about the concept of 'incarnation'. They will study key texts that recount the story of Jesus' birth and the links Christians make to Old Testament prophecies. Pupils will consider the idea of Jesus fulfilling the expectations of the Messiah, within Christian tradition.</p> <p>←Units 2, 8 and 20 explored understanding of</p>

Progression in RE

		beliefs about Incarnation, Trinity and the Messiah					Christian beliefs about Incarnation →Units 40 and 41 develop understanding of Christian concepts in line with the 'Big Story' of the Bible
	FS2	Y1	Y2	Y3	Y4	Y5	Y6
Salvation	<p>Unit 4 SALVATION Why do Christians put a cross in the Easter Garden?</p> <p>In this unit, pupils further develop their understanding of some key beliefs for Christians from units 1 and 2 by finding out about the key events in the Salvation story (from Palm Sunday until Easter Day). They will build on their exploration of signs and symbols from unit 3 by exploring signs and symbols linked to the celebration of Easter and be able to talk about</p>		<p>Unit 16 SALVATION Why does Easter matter to Christians?</p> <p>In this unit, pupils will explore the concepts of God, Incarnation, Gospel and Salvation through learning about Holy week. Pupils will learn about how many Christians show their beliefs within celebrations and</p>		<p>Unit 28 SALVATION Why do Christians call the day Jesus died 'Good Friday'?</p> <p>Within this unit, pupils build on prior knowledge from KS1 and learn about how the Christian Salvation story fits into the big story of the Bible. They will begin to make links between some of these</p>		<p>Unit 40 SALVATION What difference does the resurrection make to Christians?</p> <p>In this unit, pupils will continue to study the 'big story' of the Bible, explaining the place of incarnation and salvation. Through studying accounts of Jesus' death and resurrection and comparing their</p>

Progression in RE

	<p>why these are important for believers. ←Units 1 and 2, exploring Christian ideas about God</p> <p>→Units 16, 28 and 40 that explore Christian beliefs about salvation</p>		<p>worship in church at Easter and will consider what the story of Easter means for Christians today.</p> <p>←Units 4, exploring Easter 13 and 14 Christian beliefs about Jesus</p> <p>→Units 28 and 40 that develop understanding of Christian beliefs about Salvation</p>		<p>events and life in the world today, suggesting why some Christians live their lives in the way that they do.</p> <p>←Units 4 and 16 where pupils explored Christian beliefs about Salvation</p> <p>→Unit 40 that develops understanding of Christian beliefs about Salvation</p>		<p>thoughts with the different ways that Christians may interpret these texts. They will explore how Christians put their beliefs into practice in different ways.</p> <p>←Unit 4, 16 and 28 that developed understanding of Christian beliefs about Gospel, Incarnation and salvation</p> <p>→Unit 41 develops understanding of Christian concepts in line with the 'Big Story' of the Bible</p>
	FS2	Y1	Y2	Y3	Y4	Y5	Y6
Gospel			<p>Unit 13 & 14 GOSPEL What is the good news Christians believe Jesus brings?</p>		<p>Unit 25 GOSPEL What kind of world did Jesus want?</p>		<p>Unit 37 GOSPEL How to Christians live? & What would Jesus do?</p>

Progression in RE

			<p>(Parts 1&2)</p> <p>Unit 13</p> <p>In this double unit, pupils will learn about the concept of 'Gospel' and the good news of forgiveness, peace and love that Christians believe Jesus brings. Pupils will learn about how many Christians try to follow the example and teachings of Jesus.</p> <p>←Units 2, 4, 6 and 8, exploring Christian beliefs about Jesus</p> <p>→Units 25 and 37 that develop understanding of Christian beliefs about Gospel</p> <p>Unit 14</p> <p>In this double unit, pupils will</p>		<p>In this unit, pupils will build on work done in KS1 about the concept of 'Gospel' which focuses on the 'Good News' which Christians believe Jesus brings and tells the story of the life and teaching of Jesus. They will learn about the calling of the first disciples and how many Christians today try to follow Jesus.</p> <p>←Units 13 and 14, exploring the Christian concept of Gospel</p> <p>→Units 37 that develops understanding of Christian concept of Gospel</p>		<p>In this unit pupils will build on work done in Lower KS2 and learn about the four gospels, noting some of the similarities and differences between them. They will learn about the context of the gospels spend time discussing how Christian communities today act and how this is based on Jesus' teachings.</p> <p>←Units 13, 14 and 25 where pupils explored Christian beliefs about Gospel</p> <p>→Units 38, 40 and 41 develop understanding of Christian concepts in line with the 'Big Story' of the Bible</p>
--	--	--	---	--	---	--	--

Progression in RE

			<p>learn about the concept of 'Gospel' and the good news of forgiveness, peace and love that Christians believe Jesus brings. Pupils will learn about how many Christians try to follow the example and teachings of Jesus.</p> <p>←Units 2, 4, 6 and 8, exploring Christian beliefs about Jesus</p> <p>→Units 25 and 37 that develop understanding of Christian beliefs about Gospel</p>				
	FS2	Y1	Y2	Y3	Y4	Y5	Y6
Kingdom of God					<p>Unit 26 KINGDOM OF GOD For Christians, when Jesus left what was the impact of Pentecost?</p>		<p>Unit 41 KINGDOM OF GOD What kind of king is Jesus?</p> <p>In this unit, pupils will build on work</p>

Progression in RE

					<p>In this unit, pupils will build on their understanding of their Easter story from KS1 and find out about the events of Pentecost found in the Bible, considering what it might have meant for the first Christians and what they mean for many Christians today.</p> <p>←Units 4 and 16 exploring Easter</p> <p>→Unit 41 that develops understanding of Christian beliefs about Kingdom of God and sources of wisdom on this</p>		<p>done in Lower KS2 on Pentecost and find out about parables and how most Christians believe that they explain what the Kingdom of God is like. Pupils will learn about different ways that Christians may interpret these texts, exploring how believers put their beliefs into practice in a variety of ways, including through worship and service to the community.</p> <p>←Unit 26 that developed understanding of Christian beliefs about Kingdom of God and sources of wisdom on this</p>
--	--	--	--	--	---	--	---

Progression in RE

	FS2	Y1	Y2	Y3	Y4	Y5	Y6
Judaism		<p>Unit 9 JUDAISM Who is Jewish and how do they live?</p> <p>In this unit, pupils will learn about ways of life, the Torah and key celebrations for Jewish people. Pupils have been introduced to Jewish people in unit 6 and this is their first systematic study of Judaism. This unit lays foundations for work on festivals,</p>		<p>Unit 22 JUDAISM</p> <p>How do festivals and family life show what matters to Jewish people?</p> <p>In this unit, pupils will build on their knowledge about Jewish ways of life, Torah and festivals from KS1. They will recap work on Shabbat and deepen it by considering how different Jews today mark it. They will explore Shabbat, Rosh Hashanah, Yom Kippur, and Pesach to build up their understanding of</p>		<p>Unit 33 JUDAISM TORAH/GOD</p> <p>Why is the Torah so important to Jewish people?</p> <p>In this unit, pupils will build on their learning about Jewish ways of life. They will build on their understanding that Jews are a diverse group of people by investigating Census data and reflecting on the different cultural heritages of British Jews.</p> <p>←Units 9 and 22 where pupils explore Jewish beliefs about God,</p>	

Progression in RE

		<p>family life and Torah in KS2.</p> <p>←Unit 6 exploring stories special for Jewish people</p> <p>→Units 11 and 12 that develops understanding of being part of a Jewish community and Jewish beliefs about creation and stewardship</p> <p>Units 22 and 33 exploring festivals, family and Torah</p>		<p>festivals and ideas of forgiveness, remembering, and freedom.</p> <p>←Unit 9 where pupils explore Jewish beliefs about God and Jewish ways of life</p> <p>→Unit 33 develops understanding of why the Torah is important to Jewish people. Units 35 develops understanding of the People of God concept</p>		<p>Jewish ways of life and why the Torah is important to Jewish people.</p> <p>Thematic units 24 and 30 from Lower KS2 where pupils focus on how Jewish people try to make the world a better place and mark significant life events</p>	
--	--	--	--	---	--	--	--

	FS2	Y1	Y2	Y3	Y4	Y5	Y6
Islam			<p>Unit 15 & 17 ISLAM</p> <p>Who is a Muslim and how do they live?</p>	<p>Unit 21 ISLAM</p> <p>How do festivals and worship show what</p>		<p>Unit 32 ISLAM</p> <p>What does it mean to be a</p>	

Progression in RE

			<p>(Parts 1&2) Unit 15</p> <p>In this unit, pupils will find out about Islam, key beliefs, and ways of living for many Muslims. Pupils will learn about some of the key Muslim beliefs about God, the teachings of the Prophet, the 5 pillars of Islam and the importance of prayer. Whilst pupils have had the opportunity to explore Islam in previous thematic units, this is their first systematic encounter and will build upon and deepen previous learning.</p> <p>←Units 3, 5 and 6 where pupils are introduced to Islam</p> <p>→Units 17, 21 and 32 that</p>	<p>matters to a Muslim?</p> <p>In this unit, pupils build on work in KS1 on how many Muslims live their lives by identifying some beliefs about God in Islam, expressed in Surah 1. They will also make clear links between beliefs about God and ibadah (worship) and how this links to prayer, fasting, celebrating and the intention to live out the five pillars of Islam.</p> <p>←Units 3, 15 and 17 where pupils are introduced to and explore Muslim beliefs about Ibadah</p>		<p>Muslim in Britain today?</p> <p>IBADAH/TAWHID Islam</p> <p>In this unit, pupils extend their learning about Muslim beliefs about God, the Prophet and the Holy Qur'an and find out about Muslim sources of authority and how they guide daily living for believers. Pupils will also spend time finding out about the lived experience of Muslims in Britain today.</p> <p>←Units 3, 5 and 6 where pupils are introduced to Islam</p> <p>→Units 15,17 and 21 where pupils explore Muslim beliefs about Ibadah</p>	
--	--	--	--	--	--	--	--

Progression in RE

			<p>develops understanding of Muslim beliefs about God Tawhid and Ibadah</p> <p>Unit 17</p> <p>In this unit, pupils will find out about Islam, key beliefs, and ways of living for many Muslims. Pupils will learn about some of the key Muslim beliefs about God, the teachings of the Prophet, the 5 pillars of Islam and the importance of prayer. The placement of this unit, allows pupils to revise unit 15 and deepen their learning.</p> <p>←Units 3, 5, 6 and 15 where pupils are introduced to Islam, G-d,</p>	<p>→Unit 32 develops understanding of Islamic beliefs of Ibadah and Tawhid in action</p>		<p>and Tawhid in action</p>	
--	--	--	---	--	--	-----------------------------	--

Progression in RE

			<p>Tawhid and Ibadah</p> <p>→Units 21 and 32 that develops understanding of Muslim beliefs about God</p> <p>Tawhid and Ibadah</p>				
--	--	--	---	--	--	--	--

	FS2	Y1	Y2	Y3	Y4	Y5	Y5
Hindu Dharma					<p>Unit 27 HINDU DHARMA What do Hindus believe God is like?</p> <p>This unit introduces Hindu Dharma to pupils, exploring how Hindus might see the world. They look at the concept of Brahman and use some stories, examine</p>		<p>Unit 39 HINDU DHARMA Why do Hindus want to be good?</p> <p>Within this unit, pupils will build on their learning about the Hindu worldview and way of life. They will build on their understanding of dharma, investigate the key concepts of Karma, Dharma and samsara and how these might</p>

Progression in RE

					<p>some Hindu texts and consider how deities exemplify qualities of Brahman.</p> <p>←Units 3 where pupils were introduced to Hindu Dharma</p> <p>→Units 29 and 39 that develops understanding of what it might be like to be a Hindu in Britain today, Hindu Dharma, Atman, Karma and Moksha</p> <p>Unit 29 HINDU DHARMA What does it mean to be a Hindu in Britain today?</p> <p>This unit develops and extends the</p>		<p>affect how a Hindu chooses to live their life using the example of two charities.</p> <p>←Unit 3, in which pupils are introduced to Hindu Dharma, alongside units 27 and 29 that explored understanding of Hindu Dharma, Atman, Karma and Moksha</p>
--	--	--	--	--	--	--	---

Progression in RE

					<p>learning from Unit 27 and builds on pupils' understanding of Brahman and looks at lived reality through examining Puja at home, worship in the mandir and the festival of Diwali. Pupils will reflect on the idea of dharma which will sow seeds for examining this concept in more depth in Upper Key Stage 2.</p> <p>←Units 3 and 27 where pupils were introduced to Hindu Dharma and Atman</p> <p>→Unit 39 that develops understanding of Hindu Dharma, Atman,</p>		
--	--	--	--	--	--	--	--

Progression in RE

					Karma and Moksha		
--	--	--	--	--	------------------	--	--

	FS2	Y1	Y2	Y3	Y4	Y5	Y6
Thematic: Mixed Religions/ World Views	<p>Unit 3 THEMATIC Being special: where do we belong?</p> <p>The children will develop their personal knowledge by reflecting upon the things that are special to many Christians, Hindus and Muslims and why they value these things. The children will learn about key religious symbols for Christians, Muslims and Hindus. The children will also find out about the welcoming ceremonies that many Muslims and Christians</p>	<p>Unit 11 THEMATIC What does it mean to belong to a faith community?</p> <p>In this unit, the pupils will focus on what it means to belong to a faith community. They will build on their knowledge from Foundation Stage units and revisit knowledge from prior systematic units about ways of life for Christian and Jewish people, considering how members of these communities show that they belong.</p>	<p>Unit 18 THEMATIC What makes some places special to believers?</p> <p>In this unit, pupils will find out about various places of worship and why they are important to many believers. They will build on prior learning about Christians, Muslims and special places. Pupils will focus on the key features of churches, mosques and synagogues how they support their local communities in practical ways.</p>	<p>Unit 24 THEMATIC How and why do people try to make the world a better place?</p> <p>In this unit, pupils will build on what they know already about Jewish, Christian, Muslim, and non-religious worldviews. They will consider what motivates many Christians, Jews, Muslims and people with non-religious worldviews to care for the world, basing their knowledge on scripture and teachings.</p> <p>←Unit 12 where pupils explore</p>	<p>Unit 30 Thematic How and why do people mark the significant events of life?</p> <p>In this unit, pupils will learn about the beliefs of people from different worldviews surrounding commitment and promises. They will discuss the meaning and importance of ceremonies of commitment for religious and non-religious people.</p> <p>←Unit 3 where pupils were introduced to key life events and</p>	<p>Unit 36 THEMATIC What matters most to Humanists and Christians?</p> <p>In this unit, pupils will think carefully about actions, sources of authority, values, religious and non-religious worldviews. They will make links with sources of authority that tell people how to be good and explore the similarities and differences between Christian and Humanist ideas about being good and how people live.</p>	<p>Unit 42 THEMATIC Why do some people believe in God and some not? How does faith help people when life gets hard?</p> <p>Within this unit, pupils will build on their understanding of the idea of God from some of the systematic units previously studied. They will put this in the context of both global and local beliefs and examine the rising number of people who identify as 'no religion' and learn to use the terms atheist,</p>

Progression in RE

<p>have for a new baby and how Hindu brothers and sisters might show their love and respect for each other at Raksha Bandhan.</p> <p>←Unit 1 and 2, exploring Christian ideas about God</p> <p>→Unit 11 that explores community Unit 27, 29 and 39 that explore Hindu Dharma, beliefs about God and what it might be like to be a Hindu in Britain today Units 15, 17, 21 and 32 that explores what it means to be a Muslim.</p> <p>Unit 6 THEMATIC What stories are special and why?</p> <p>In this unit, pupils further develop their</p>	<p>←Unit 3 exploring community and belonging</p> <p>→Units 30 which explores how people from different communities mark significant events in life</p> <p>Unit 12 THEMATIC How should we care for others and the world and why does it matter?</p> <p>In this unit, pupils will build on what they know about key texts and practices important to Christian and Jewish people. Pupils will revise their knowledge of Genesis 1 and what this account of creation tells Christian and</p>	<p>←Units 5 exploring special places</p> <p>→Units 8, 10, 13, 14, 15, 16, 17 which are systematic studies of Christians and Muslims.</p>	<p>Christian and Jewish ideas about creation and ways of caring for people in the world.</p> <p>→Unit 36 develops understanding of actions, values and religious and non-religious worldviews.</p>	<p>ceremonies linked to them</p>	<p>←Units 30 where pupils were introduced to key life events and ceremonies linked to them</p> <p>→Unit 42 where pupils develop their understanding of non-religious worldviews</p>	<p>agnostic and theist with confidence. They will examine the idea of God using a psychological and theological lens, before offering reasons for why people may choose not to believe or to believe in God.</p> <p>←Units 30, 34 and 36 that developed understanding of non-religious worldviews</p>
---	---	--	--	----------------------------------	---	---

Progression in RE

	<p>personal knowledge by considering the stories that are special to them, giving reasons for why they are special. They will encounter stories from different religious worldviews and find out about why these might be special to a believer.</p> <p>←Personal knowledge explored in unit 3</p> <p>→Unit 13 and 14 that explore Christian stories linked to the Gospel concept</p> <p>Units 9 and 33 that explore Jewish stories and the importance of the Torah for Jewish people.</p> <p>Unit 5 THEMATIC What places are special and why?</p> <p>This unit builds on learning about Muslims and</p>	<p>Jewish people about caring for the world, and think carefully about different ways in which they might care for people in the world.</p> <p>←Units 1, 7, 12, 23 and 34, exploring Christian ideas about Creation.</p> <p>→Unit 24 that develops understanding how Christians, Jews, Muslims and people with non-religious worldviews how people try to make the world a better place</p>					
--	--	---	--	--	--	--	--

Progression in RE

	<p>Christians and focuses on special places. Pupils develop their personal knowledge by reflecting upon places that are special in their own lives and find out about places that are holy and important for many Christians and Muslims.</p> <p>←Units 1, 2 and 4, exploring Christian beliefs</p> <p>→Unit 18 that explores special places</p>						
--	--	--	--	--	--	--	--

Progression in RE

