

**St Lawrence C of E Primary School  
Progression Map  
Religious Education**

Key objective/skill/theme	EYFS	KS1	LKS2	UKS2
<p>Beliefs and Teachings</p>	<p>To learn that the bible is a special book to Christians. (UTW)</p> <p>To learn about the Easter and Christmas story and why these are important times to Christians. (UTW, Comm and Lang)</p> <p>Recognise some religious words. (UTW, Comm and Lang)</p> <p>To recognise some simple features of religious life and practice, e.g. prayers</p> <p>To recognise their own experiences and feelings in religious stories and celebrations. (UTW, PSED)</p> <p>To identify similarities and differences between theirs and others lives and beliefs. (UTW)</p>	<p>To identify core beliefs and concepts studied and give a simple description of what they mean.</p> <p>To understand 'The Bible' as a book of many stories.</p> <p>To begin to use terminology associated with The Bible – e.g. Parable, psalm.</p> <p>To learn about the birth of Jesus and its importance to Christians.</p> <p>To learn about the Easter Story and Jesus' death and resurrection.</p> <p>To give examples of how stories show what people believe (e.g. the meaning behind a festival).</p> <p>To give clear, simple accounts of what stories and other texts mean to believers.</p> <p>What it means to belong, recognising symbols within Christianity, Judaism &amp; Islam.</p> <p>To recognise The Gospels as the 'good news' Jesus brings.</p>	<p>To learn what is written in the bible about how the world was created.</p> <p>To learn what Christians believe about creation and what a Christian learns from the creation story.</p> <p>To learn what the Christian Trinity is.</p> <p>To learn the biblical story of Jesus' birth, the first Christmas.</p> <p>To learn the story of Jesus' life, death and resurrection.</p> <p>To learn stories about Jesus' life so that they can begin to learn the kind of world that Jesus wanted.</p> <p>To consider why Christians call the day Jesus died Good Friday.</p> <p>To learn the story of Pentecost.</p> <p>To learn some of the basic beliefs of Hinduism.</p>	<p>To talk about the meaning of the Lord's Prayer and what it means to Christians.</p> <p>To discuss interpretations of specific parables.</p> <p>To make connections between Christian songs and Christian belief.</p> <p>To be able to place the incarnation on a Bible timeline.</p> <p>To understand how Jesus' death was a sacrifice.</p> <p>To understand that Christians interpret Jesus' death and resurrection differently.</p> <p>To understand the symbolism in religion.</p> <p>To place Creation on the Bible timeline.</p> <p>To place the Incarnation accurately within the Bible timeline.</p> <p>To understand the relationship between science and faith.</p> <p>To share opinions on the way teachings in the Bible are relevant in the world today.</p> <p>To gain a greater understanding of the Gospel text.</p> <p>To understand what is important to Muslims – God, the Prophet and the Qur'an.</p>
<p><u>Key vocabulary</u></p> <p>Full list of key vocabulary can be found in Understanding Christianity guidance and Shropshire agreed Syllabus.</p>				

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<p>How Beliefs are expressed</p>	<p>To begin to understand that prayer is an important way to express belief and faith (UTW)</p> <p>To understand that Bible stories are used to express beliefs. (UTW)</p> <p>To understand that religious celebrations have a deeper meaning, e.g. Christmas angels and star, Easter- eggs, lent. (UTW)</p>	<p>To Identify core beliefs and concepts studied and give a simple description of what they mean – family life, rituals, festivals, traditions.</p> <p>To give examples of how stories show what people believe (e.g. the meaning behind a festival)</p> <p>To explore the reasons for festivals and celebrations within Christianity, Judaism and Islam.</p> <p>To Give clear, simple accounts of what stories and other texts mean to believers.</p> <p>To explore and begin to answer the questions: Who is Muslim &amp; how do they live? Who is Jewish &amp; how do they live?</p> <p>To find out about the sacred places within Christianity, Judaism and Islam, begin to answer the question: What makes some places sacred to believers?</p>	<p>To understand how Christians use the teachings of their faith to try to make the world a better place.</p> <p>To be aware that believing in God can be valuable and challenging.</p> <p>To consider how Christians try to create the kind of world that Jesus wanted.</p> <p>To consider when Jesus left, what was the impact of Pentecost?</p>	<p>To understand how Christians use the teachings of their faith to try to make the world a better place.</p> <p>To make connections between commandments and the way people live their lives today.</p> <p>To have an awareness of different types of sacrifice and how this impact lives today.</p> <p>To explore how faith supports believers in times of challenge in their lives.</p> <p>To research how Christians worship through their choice of employment or vocation.</p> <p>To understand the relationship between churches, the Bible and beliefs in God.</p>
<p><u>Key vocabulary</u></p> <p>Full list of key vocabulary can be found in Understanding Christianity guidance and Shropshire agreed Syllabus.</p>				<p>To explain their understanding of the Five pillars of Islam.</p> <p>To show an awareness of the link between religious buildings and religious practices.</p> <p>To explain what religious and non-religious people believe about God.</p> <p>To understand that people's belief in God (or not) impacts their daily lives.</p> <p>To know that not all Christians agree on an interpretation of God.</p> <p>To be aware that believing in God can be valuable and challenging.</p>

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<p>Time to reflect and personal growth</p>	<p>Children will be confident to try new activities and say why they like some activities more than others.(PSED)</p> <p>They will be confident to speak in a familiar group and talk about their ideas. (PSED)</p> <p>The children will be able to select their chosen activities and resources, asking for help if they need it. (PSED)</p> <p>Children will talk about how they and others show feelings. They will talk about their own and others' behaviour, and its consequences, knowing that some behaviour is unacceptable. (PSED)</p>	<p>To identify who belongs and why – exploring communities (links to school and school values).</p> <p>To share ideas start points of learning – (eg. What is God like? – notes from original question)</p> <p>To give a good reason for the views they have and the connections they make.</p> <p>To revisit original ideas and reflect on personal changes.</p> <p>To explain their reasoning and reflect on changes from their original beliefs.</p>	<p>To be able to make informed decisions about religious belief and how it impacts daily life.</p> <p>To appreciate that people have different views and approach this with tolerance and respect.</p>	<p>To share their ideas on whether the Ten Commandments are relevant in the world today.</p> <p>To make informed comments on a selection of religious artwork.</p> <p>To be confident in sharing their opinions on how religion might help people in good and bad times.</p> <p>To be able to share their opinions about the Bible in a group.</p> <p>To share their thoughts on science and faith.</p> <p>To use appropriate technical vocabulary when discussing the Bible.</p> <p>To discuss what others say about people in the Bible.</p>
<p><u>Key vocabulary</u></p> <p>Full list of key vocabulary can be found in Understanding Christianity guidance and Shropshire agreed Syllabus.</p>				<p>To reflect on how ideas and teachings from the Gospels are seen in their own communities.</p> <p>Children can share their own views on faith and lifestyle.</p>

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<p>Rituals, Ceremonies and Lifestyles</p>	<p>To explore different ways of living, including beliefs and festivals (UTW)</p> <p>To explore celebrations and beliefs of other cultures e.g. Diwali, Chinese New Year (UTW)</p>	<p>To give examples of how people use stories, texts and teachings to guide their beliefs and actions.</p> <p>To give examples of ways in which believers put their beliefs into practice – traditions, festivals, family.</p> <p>To form a personal answer to the questions: What do Christians believe God is like? and other Biblical stories to form an opinion.</p> <p>Who made the world? Exploring the Creation Story</p> <p>How should we care for the world and for others, and why does it matter?</p> <p>Why does Christmas matter? Learning about the story of the Nativity and beginning to understand the importance of the birth of Jesus to Christians.</p> <p>Why does Easter matter to Christians? Exploring the story of Easter and the significance of The Resurrection. Exploring symbolism within the Easter story.</p> <p>To explore the questions: Who is Muslim &amp; how do they live?</p> <p>Who is Jewish &amp; how do they live?</p> <p>Explore different religious festivals, including Harvest, Easter,</p>	<p>To consider what it means to be a Hindu living in Britain today.</p> <p>To understand what Christmas means to Christians.</p> <p>To consider the kind of world that Jesus wanted.</p> <p>To consider what is the deeper meaning of festivals.</p> <p>To begin to understand what it is like to follow God.</p>	<p>To make connections between Holy Communion and the Last Supper.</p> <p>To share their thoughts on death and the afterlife in a supportive environment.</p> <p>To explore traditions in faith after someone dies.</p> <p>To understand what Christmas means to Christians.</p> <p>To know that Muslims try to live their lives following guidance from the Qur'an and the actions of the Prophet Muhammad.</p> <p>To understand the popularity of religion worldwide and on a local scale.</p> <p>To show an awareness of how religious and nonreligious communities can live together successfully.</p> <p>To have an awareness of how challenging it would be to follow the rules of the Gospels today.</p>
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<p>Values (in your own life and others' lives)</p>	<p>To say why their own family is important to them. (PSED)</p> <p>To talk about events in their own lives and the lives of family members. (UTW)</p> <p>To understand that other children don't always enjoy the same things and are sensitive to this. (PSED) (UTW)</p> <p>To begin to identify similarities and differences between themselves and others, families, communities and traditions. (UTW)</p>	<p>To begin to understand the value of living within a community and the need to contribute.</p> <p>To begin to understand the meaning of 'justice' from Bible stories.</p> <p>To begin to understand the need to care for the world.</p> <p>To begin to understand the importance of Jesus' life to Christians.</p> <p>To begin to understand the need to respect the beliefs of others.</p> <p>To begin to recognise the value of their own faith and beliefs and those of others.</p>	<p>Children can share ideas about improving the world they live in.</p>	<p>To explain the concept of freedom, relating it to the story of Moses.</p> <p>To share ideas on freedom and justice, relating it to evidence from the Bible.</p> <p>To understand the impact of humans on the earth.</p> <p>To share their opinions on Jesus being the Messiah and the relevance of this in the world today.</p> <p>To explore how Muslim values affect the way they live their lives.</p> <p>Children can share ideas about improving the world they live in.</p>
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