



\*Christianity objectives in bold

	Key Question	EYFS	Year 1 Christianity	Year 2 Christianity and Sikhism	Year 3 Christianity and Hinduism	Year 4 Christianity and Islam	Year 5 Christianity and Atheist / Humanist and Agnostic	Year 6 Christianity and Judaism	Year 7
Autumn 1	<p>Why are these words special?</p> <p><i>Sacred books</i></p>	<p>Developing positive attitudes about the differences between people.</p> <p>Think about what is special to them and why</p> <p>Recognise that people have different beliefs and there are different words to represent this.</p> <p>Knowing different people have different special words that they use.</p>	<p>Match up some Christian beliefs to some Christian symbols and artefacts</p> <p>(cross, fish, dove)</p> <p>Show awareness of the Bible as a special book for Christians - Learn to name Jesus and some other key figures in Christianity (Moses, Samuel)</p> <p>Hear and respond to stories about God and Jesus from the Christian Bible</p>	<p>Look at Old Testament stories which explore the ideas that God created, cares for and loves people: eg creation, the baby Moses, Samuel</p> <p>Guru Granth Sahib</p> <ul style="list-style-type: none"> <li>• What is it?</li> <li>• Where is it kept?</li> <li>• Who reads it?</li> <li>• Why is it important?</li> <li>• Who wrote it?</li> <li>• Daily rituals (putting it to bed)</li> </ul>	<p>Suggest how stories from the Bible might be used by Christians to explain some of life's questions</p> <ul style="list-style-type: none"> <li>• <a href="http://www.gotquestions.org/lifes-biggest-questions.html">www.gotquestions.org/lifes-biggest-questions.html</a></li> <li>• why is there so much pain and suffering in the world?</li> </ul> <p>Identify the Bhagavad Gita and Ramayana as books which are special to Hindus</p> <p>Hindu creation story – you tube</p> <p>Goddess Lakshmi Stories</p> <p>Describe the impact of sacred stories on Hindus</p>	<p>Describe where the Bible comes from - Describe the impact of the Bible on Christians</p> <ul style="list-style-type: none"> <li>• Guidance on how to live their lives</li> <li>• Advice</li> <li>• Moral code</li> </ul> <p>Demonstrate an awareness of what makes the Qur'ān special to Muslims</p> <p>Know that Allāh is the Islāmic name for God in the Arabic language. Understand that Allāh is the</p>	<p>*This is included here as 1/3 of Barnsley population identify as 'no religion' – what does this mean?</p> <p>Review previous learning – from years 1-4 remembering the special words from Christianity.</p> <p>What is Atheist / Humanist and Agnostic?</p> <p>Codes of living – what is this?</p>	<p><b>Review previous learning</b></p> <p>Describe how some stories from the Jewish scriptures can be used to explain some of life's questions</p> <p>Link this to the special place of the Torah in Jewish worship</p> <p>Understand the care and effect in making something special</p> <p>Suggest what they think the most important book in the world should say</p>	<p>KPI 7.4: I can explain the importance of religious beliefs for believers</p>



### RE Progression Map



			<p><b>(Noah and the flood, Jonah and the whale, David and Goliath, Adam and Eve)</b></p> <p><b>Talk about what they mean and why they are special</b></p>		<p>Apply the ideas found in Hindu stories to their own life</p>	<p>'one God' – the creator/provider who sends humankind guidance through the words of the Qur'ān</p> <p>Know that the Qur'ān is an important book for Muslims, it is treated with respect and is memorised by all Muslims today</p> <p>Develop understanding about the importance of respecting other people's holy books by reflecting on how they would wish their own special book to be treated</p>	<p>What is good and bad behaviors? Why do people do good and bad things? Are we all a mix of good and bad. A code for living helps people be more good than bad.</p> <p>Vales – what are these?</p> <p>What is integrity?</p> <p>How do we act with integrity?</p> <p><b>What is the Christian code of living?</b></p> <p>Do you have a set of principles? What are principles?</p>		
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RE Progression Map



<p><b>Autumn 2 Christmas</b></p>	<p>Why are some places special?</p> <p>Local places of worship, objects, artefacts, signs and symbols, sacred sites and pilgrimages</p>	<p><b>Understand that people have different beliefs and have places that are special to them.</b></p> <p><b>What places are special to them...homes.. churches,</b></p> <p><b>Children are developing positive attitudes about the differences in people</b></p> <p><b>Understanding there are different places in the community which is familiar to them.</b></p>	<p><b>Show an awareness that some places are special including some places that are special to them (home, relatives homes etc.. moving to places of worship</b></p> <p><b>Recognise that some places are special for Christians including church, chapel ...</b></p> <ul style="list-style-type: none"> <li>• <b>Story of Jesus' birth</b></li> </ul> <p><b>Links to St Andrews (Holly) – Christingle service education session.</b></p>	<p><b>Show an awareness that a church/Christian place of worship is used for gathering, worshipping, and celebrating together including during festivals</b></p> <p><b>Show an awareness of some special items, furniture used in churches/other Christian places of worship</b></p> <p>Gurdwara – is a special place for Sikhs.</p> <p>The Gurdwara is a place of worship</p> <p>Virtual tour – Gurdwara Dubai – lots of virtual tours – look at rituals, and clothing.</p> <p>What do they do? How do they behave?</p>	<p><b>Suggest why: - Some places are special - The Christian place of worship is a special place for Christians</b></p> <p>Show awareness of the Hindu home as a special place for Hindu families</p> <p>Identify the home as a shrine and recognise that families often do special things together at home</p> <p>Show awareness of the things Hindus might do when they visit the Mandir and the impact of this</p> <p>Recognise rituals (religious or non religious) in their own lives</p> <p>Use their senses to reflect on a Hindus' experience of worship</p> <ul style="list-style-type: none"> <li>• Repeat mantras</li> <li>• Offer water, fruit, flowers and incense</li> <li>• Worship at home and in temples</li> </ul> <p>Use religious vocabulary to describe some sacred Hindu sites and their history and importance to Hindus</p>	<p><b>Describe the impact of special places on Christians and what inspires and influences Christians as they gather together to worship and celebrate</b></p> <p>Know that the Ka'bah is a very special place for Muslims and that each Mosque is linked to Makkah (Mecca) by facing the Ka'bah (cube)</p> <p>Understand the significance of the Hajj for Muslims</p> <p>Describe some of the stories that are told in association with the pilgrimage to Makkah.</p> <p>Understand the Hajj pilgrimage as</p>	<p><b>Use religious vocabulary to explain why these places are special for Christians</b></p> <p>Do Atheists have special places?</p> <p>Do Humanists have special places?</p> <p>Do Agnostic's have special places?</p> <p>Could these be places that are individual to each person? What could these be?</p> <p>Does this religion have special objects, artefacts, signs and symbols?</p>	<p><b>Use religious vocabulary to explain why these places are special for Christians and show understanding of some of the artefacts used in Christian worship</b></p> <p>Recognise the importance of the synagogue in Jewish life and use religious language to describe some rituals and artefacts connected with a synagogue</p> <p>Recognise that some people have special roles Understand the importance of history in the value of a place</p> <p>Describe the impact of Jerusalem on Jewish people today</p> <p>Explore their feelings with the way they feel about a special place of their own</p>	
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RE Progression Map



				<p>What do they wear? Why?</p>		<p>an annual 'time out' or 'a visit of a lifetime'</p> <p>Recognise and respond thoughtfully to the Mosque as a place where Muslims worship Allāh</p> <p>Demonstrate some awareness of Muslims' worship activities</p> <p>Make links between prayer times and places of worship in Islām</p>			
<p><b>Spring 1 Easter</b></p>	<p>How does faith contribute to community cohesion?</p> <p><i>Beliefs, ethics, family traditions and faith in the</i></p>	<p><b>Children are developing a sensitivity to theirs and others beliefs,</b></p> <p><b>Children are developing positive attitudes about the differences between people .</b></p> <p><b>Children are developing their sense of</b></p>	<p><b>Show awareness of how the teachings of Jesus influence the ways in which Christians live and look for evidence of Christianity in the local community eg churches, charity shops, graveyards, place names,</b></p>	<p><b>Identify some of the key Christian values which influence how Christians live their lives</b></p> <p><b>Begin to recognise how Christians worship God</b></p> <p>What are the five K's?</p> <ul style="list-style-type: none"> <li>• Uncut hair</li> </ul>	<p><b>Describe the impact of some of Jesus' teaching on Christians today and how Christians demonstrate their belief in God</b></p> <p>Show an awareness of some celebrations in Hindu faith community e.g. the festival of Janmashtami</p>	<ul style="list-style-type: none"> <li>• <b>Suggest how Christian places of worship care for people in need.</b></li> <li>• <b>Describe ways in which Christianity reaches beyond home and Christian places of worship into the community eg through charity work</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Make links between Jesus' teaching and the lives of inspirational Christians</b></li> <li>• <b>Describe the values which influence Christians and apply the idea that people live according to key values in</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Make reference to the way different Christian denominations in their area express themselves</b></li> </ul> <p>Describe, using religious vocabulary, ways in which Jewish people show their belief in God: - at</p>	<p>KPI 8.4: I can explain how religion gives some people identity and helps them make choices</p> <p>KPI 8.5: I can explain why there</p>



RE Progression Map



<p>community</p>	<p><b>responsibility and membership of a community.</b></p> <p><b>Moral beliefs – what is right and wrong</b></p> <p><b>How to treat others.</b></p> <p><b>Celebrating differences.</b></p>	<p><b>history, war memorials with scripture/prayers</b></p> <ul style="list-style-type: none"> <li>Go on a local walk to find evidence of Christianity in the local community</li> </ul> <p><b>Begin to recognise that Christians express their faith through the way they treat others, eg engaging in charity work</b></p> <p><i>Christian Aid Charity – explore this.</i></p> <p><b>Identify some of the feelings associated with worship for Christians, and recognise similar feelings of their own</b></p> <p><b>Identify rules and begin to recognise why</b></p>	<ul style="list-style-type: none"> <li>Wooden comb</li> <li>Iron bracelet</li> <li>Cotton underpants</li> <li>Iron dagger</li> </ul> <p>What are the outward signs that you belong to?</p> <p>What are the signs that you belong to Hunningley? e.g uniform, hair, shoes, these show that we belong to the Hunningley community.</p> <p>Also – clubs, football strips</p> <p>Sikh rules of life – sharing and serving others</p> <p>Remember the Christian rules from previous year and remember the rules we have in school to keep us safe.</p>	<p>Describe the Hindu belief of one God in many forms</p> <p>Make links between belief and how Hindus behave towards each other</p> <p>Apply examples of Hindu behaviour to their lives</p> <p>Describe some of the points on their journey of life which might be marked by milestones</p> <p>Describe some Hindu milestones</p> <p>Suggest ways in which children are members of different communities and how this is expressed</p>	<p>Recognise and describe the Five Pillars of Islām:</p> <ul style="list-style-type: none"> <li>- Shahādah (declaration of faith)</li> <li>- Salāh (prayer)</li> <li>- Zakāh (alms giving)</li> <li>- Sawm (fasting)</li> <li>- Hajj (pilgrimage to Makkah)</li> </ul> <p>Describe how faith/ belief plays an important role at major points in a Muslim's life</p> <p>Understand that Britain is a society of many religions, and Barnsley is in a region where many Muslims live (in Yorkshire over 300,000, 1.1% in Barnsley)</p> <p>Describe some good things and</p>	<p><b>their own lives</b></p> <p><b>Christian code for living – the good Samaritan – you tube</b></p> <p>How does being Atheist contribute to community cohesion? Or Humanist?</p> <p>What are morals?</p> <p>Think about these words:</p> <p>Dependable Reliability Loyalty Commitment Open-mindedness Consistency Honesty Efficiency Innovation Creativity Humour Compassion Adventure Motivation Positivity Optimism Passion</p>	<p>home - at the Synagogue</p> <p>Recognise the impact of being Jewish on some aspects of beliefs, values, and lifestyle</p> <p>Suggest some of their own beliefs and values and describe how this might affect how they live</p> <p>Describe the Synagogue as a place of worship and understand the Synagogue as a spiritual centre of community</p> <p>Recognise that faiths have 'coming of age' rituals and describe such rituals of their own</p> <p>Understand the importance of learning history and stories in understanding faith</p> <p>Suggest answers to questions</p>	<p>are differences between my own and others' people ideas about life after death</p> <p><b>KPIC 8.6: I can analyse scientific and religious views and say how they ask different questions</b></p> <p><b>KPIC 8.7: I evaluate why there are differences between my view and other's views about ultimate questions</b></p>
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## RE Progression Map



			<p><b>we have them eg - At home - At school - In our community</b></p> <p><i>Showing respect and regard for others in their home and around their community.</i></p> <p><i>British Values – mutual respect.</i></p> <p><i>Gratitude, contrition and compassion</i></p> <p><b>Christians have rules:</b></p> <ul style="list-style-type: none"> <li>• <b>Don't steal</b></li> <li>• <b>Love your parents</b></li> <li>• <b>Don't lie – tell the truth</b></li> </ul> <p><b>What rules do we have in school and why?</b></p>			<p>some hard things for Muslims living in Barnsley</p> <p>Make links between the experiences of being bullied, being a victim and being an outsider</p> <p>Describe the work of Muslim charitable organisations such as Muslim Aid</p> <p>Understand some contributions of Islāmic society to global society.</p>	<p>Respect Courage Education Perseverance Patriotism Service to others Environmentalism</p>	<p>about why being part of a community is important</p>	
<p><b>Spring 2</b></p>	<p>Why are some times special?</p> <p><i>Festivals, families,</i></p>	<p><b>Thinking about special times which are shared at home.</b></p> <p><b>Some people celebrate different things</b></p>	<p><b>Recognise that some times of the year are special to Christians</b></p> <p>Christmas and Easter – when are they and</p>	<p><b>Identify with some of the feelings Christians have at these times through responding to their own experiences of special times</b></p>	<p><b>Develop their understanding of major Christian festivals</b></p> <p><b>Know there is a pattern to the Church's year and identify the major Christian festivals</b></p>	<p><b>Know and comment on some different ways in which Christians celebrate important festivals</b></p>	<p><b>Sequence the events of Holy Week</b></p> <p>What special times might a Humanist celebrate?</p>	<p><b>Demonstrate some awareness of other significant festivals</b></p> <p>Think about how we all celebrate on special occasions</p>	<p><b>KPI 7.8: I can identify different religions their symbols and artefacts</b></p>



## RE Progression Map



	<p>objects and artefacts</p>	<p><b>Talk about the special times they know and can remember.</b></p> <p><b>Start to develop awe and wonder around different religious artefacts so they become accepted and more familiar.</b></p> <p><b>Children learn to ask questions.</b></p>	<p>what do they mean?</p>	<p>Understand simply how 'special days' are celebrated</p> <p>Show some understanding:</p> <ul style="list-style-type: none"> <li>- that all religions celebrate special days</li> <li>• Diwali</li> <li>• Guru Nanak's birthday (founder of Sikhism)- date varies depending on the moon.</li> <li>• This is celebrated by sticks / fighting rituals / garlands / parades / horse and cart rides / carnival celebrations.</li> </ul>	<p>Describe the ways in which some hindu festivals are celebrated and the impact they have on Hindu believers</p> <p>Apply these examples of celebration to their own lives and describe what inspires them to celebrate</p>	<p>Further their understanding of the fourth pillar of Islām that fasting in Ramadān is an important duty for Muslims and can affect all areas of their daily life: sleep patterns, physical activity, intellectual performance etc</p> <p>Understand that Muslims obedience to Allāh is expressed by observing the fast of Ramadān</p> <p>Ask questions about their own lives and the value of self-discipline, obedience, abstinence or remembrance</p>	<p>Think about special times in a persons life?</p> <p>What special times might you celebrate in families? e.g</p> <ul style="list-style-type: none"> <li>• Births</li> <li>• Celebrate a life</li> <li>• Birthday</li> <li>• Life achievements – passing an exam, graduation, new job.</li> <li>• Life goals</li> </ul>	<p>Describe why some times are special for Jews</p> <p><b>Rosh Hashanah</b> is the Jewish New Year festival which usually takes place in September or October.</p> <p><b>Yom Kippur</b> is the Day of Atonement during which Jewish people fast, pray, and atone for their sins, asking God for forgiveness. This happens ten days after Rosh Hashanah.</p> <p><b>Bar mitzvah</b> and <b>Bat mitzvah</b> ceremonies mark a child's thirteenth birthday (in some traditions, a girl's twelfth birthday). The first act of adulthood is reading from the Torah scroll during services.</p> <p>Think about special clothes / food / rituals.</p>	<p>and explain their importance</p> <p><b>KPIC 7.9: I can describe the features of a religious building and analyse its importance in the life of believers</b></p> <p><b>KPI 7.10 I can identify the effects of the Romans on the world especially Christianity</b></p>



RE Progression Map



<p><b>Summer 1</b></p>	<p>What can we learn from significant people of faith?</p> <p>Role models and examples</p>	<p><b>Thinking about the perspectives of others</b></p> <p><b>Who can we listen to for support and guidance (parents / teachers / siblings and other trusted people)</b></p>	<p><b>Key person- Jesus</b></p> <p><b>Retell a story of Jesus</b></p> <p>Jesus calms a storm Jesus heals a blind man</p> <p><b>Begin to recognise that Christians learn from special people at Christian places of worship eg a vicar, priest or minister, youth or children's leaders, as well as from friends and family, who are also Christians</b></p> <p>Rainbows, Brownies, Cubs</p> <p><b>Recognise that some roles give people an important place in a group</b></p>	<p><b>Key person- Jesus</b></p> <p><b>Retell a story of Jesus, and suggest what it might mean to a Christian person</b></p> <p>Parable of the good Samaritan</p> <p><b>Respond sensitively to the ways in which some people have special roles and set an example to Christians about how they could live</b></p> <p>Guru Nanak and the flying carpet SikhNet.com</p> <p>Guru Nanak and the boulder</p>	<p><b>Key person- Jesus &amp; Saint Paul</b></p> <p><b>Describe the impact of key figures in Christianity</b></p> <p><b>Make links between these people and good leadership today</b></p> <p>Suggest meanings to be found in the story of Diwali</p> <p>Describe some aspects of the life and teachings of the Mohandas Gandhi and describe its impact on Hindus today</p> <p>Apply some aspects of Mohandas Gandhi's teaching to their own lives and talk about why it might be inspiring</p>	<p><b>Talk about what makes a good and inspiring leader and about the qualities *Jesus showed. Who do they admire and why?</b></p> <p>Know about the significance for Muslims of The Prophet Muhammad (pbuh) as Allāh's final messenger and founder of the Muslim faith</p> <p>Consider questions about the ideas of revelation, guidance and Allāh as the one who 'shows humanity the straight path'</p> <p>Suggest answers to the questions: - Where do I find guidance in my life? - What traditions have</p>	<p><b>Find out about the work of other key Christian figures and explore how they were influenced by *Jesus, and what sort of qualities they possessed</b></p> <p>Famous Atheists / Humanists?</p> <ul style="list-style-type: none"> <li>• Vladimir Lenin</li> <li>• Ed Milliband</li> <li>• Bruce Lee</li> <li>• Kevin Bacon</li> <li>• Nick Clegg</li> <li>• Brian Cox</li> <li>• Christopher Eccleston</li> <li>• Stephen Fry</li> <li>• Ricky Gervais</li> <li>• Brad Pitt</li> </ul> <p>What values do these people have?</p>	<p><b>Find out about the work of famous Quaker families and explore how they were influenced by Jesus, and what sort of qualities they possessed</b></p> <p>Describe the impact of Abraham on Jewish people</p> <p>Make links between the concept of 'covenant' and agreements and relationships of their own</p> <p>Understand the importance of promises and life's hopes and dreams</p> <p>Describe what inspires them in the people they follow or respect</p>	<p>KPI 7.1: I can show understanding of some religious and philosophical questions</p> <p>KPI 7.2: I can reflect on what is important in life</p> <p><b>KPIC 7.3 I can analyse different guidance help people live their lives</b></p>
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RE Progression Map



						an impact on me?	What makes them successful in life?  Do you identify with any of these values?		
Summer 2	How do I and other feel about life and the universe around us?  <i>Ultimate questions</i>	<p><b>Developing their sense of responsibility and membership of a community.</b></p> <p><b>How do you feel if someone does something wrong?</b></p> <p><b>What do you like about our community?</b></p> <p><b>Developing positive attitudes</b></p> <p><b>Talking about the lives of people around them.</b></p> <p><b>Show sensitivity to others needs.</b></p>	<p><b>Respond sensitively to Christian ideas about God as creator</b></p> <p><b>Suggest what the Genesis creation stories might mean for Christians caring for the environment</b></p>	<p><b>Ask questions about the wonder of the natural world and about what makes living things – including themselves – special</b></p> <p>Show awareness of some of the values which are central to a Sikh world view e.g defending the faith and the helpless.</p> <p>Identify times in their own experience when they have defended / helped someone or something.</p>	<p><b>Identify some questions which are difficult to answer</b></p> <ul style="list-style-type: none"> <li>Why do we pray?</li> <li>If God is everywhere why go to a place of worship?</li> <li>Why do some people think that life is a journey?</li> </ul> <p>Recognise the Hindu belief in Karma and ask questions about good and bad actions</p> <p>Begin to recognise the Hindu belief in reincarnation and the cycle of life</p> <p>Show an awareness that people believe in different things</p>	<p><b>Understand the role of story and metaphor in exploring difficult questions</b></p> <p><b>Badger's Parting Gifts by Susan Varley.(death and bereavement) - The Next Place by Warren Hanson (afterlife) - When the world was</b></p> <p>Identify some questions which are difficult to answer - Suggest answers to some difficult questions about life and the universe</p>	<p><b>Understand the role of story and metaphor in exploring difficult questions</b></p> <p><b>When the world was New by Alicia Gracia de Lynam (beginnings) - Stories to Make You Think by Heather Butler (Christian teaching linked to challenging life experiences of children)</b></p> <p>Website – Understanding Humanism</p>	<p><b>Suggest answers to some difficult questions about life and the universe</b></p> <p>Identify questions that are difficult to answer which might arise from some stories in the Jewish sacred texts and historic experience</p> <p>Relate lessons from sacred stories with modern contexts</p> <p>Respond sensitively to difficult questions, recognising that there may not be answers, but relating to their own</p>	<p>KPI 7.1: I can show understanding of some religious and philosophical questions</p> <p>KPI 7.2: I can reflect on what is important in life</p> <p><b>KPIC 7.3 I can analyse different guidance help people live their lives</b></p>



### RE Progression Map



				<p>about life and death</p> <p>Demonstrate awareness of Dharma through an understanding of the story of Mahabharata</p> <p>Describe the impact of these beliefs on people today</p>	<p>Develop their own thinking about what makes these questions above hard to handle, but interesting</p> <p>Notice that religions can offer answers to questions that we find puzzling</p>	<p>How do humanists view the world?</p>	<p>experiences and those of others</p>	
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