Ickleford Primary School **Progression Map: Religious Education**

	Reception	Key Stage 1 Year 1 and Year 2	Lower Key Stage 2 Year 3 and Year 4	Upper Key Stage 2 Year 5 and Year 6
Vocabulary **Repeated and developed across each Key Stage** ***Religion-specific vocabulary (particularly under Beliefs and Practices and Sources of Wisdom is adaptable, depending on beliefs reflected in different cohorts.***	Belief, Festival, Celebration, Christian, God Jesus, Harvest / Christmas / Nativity / Easter (plus other festivals according to beliefs reflected in cohort) Story, Special book (name according to beliefs reflected in cohort) Bible, Symbols, Cross / candle / egg (plus other symbols according to beliefs reflected in cohort), Church (plus other Holy Buildings according to beliefs reflected in cohort, Pray, still, quiet, silent, Belong, Home / school / group, Christening / wedding, Different, Special, Who? / What? / When? / Where?, Nature, World, Creation, Seasons, Life, Love, Care, Look after, Help, Growth, Right / wrong, Fair / unfair	Belief, Festival, Celebration, Christian, God Jesus, Harvest / Christmas / Nativity / Easter (plus other festivals according to beliefs reflected in cohort) Story, Special book (name according to beliefs reflected in cohort) Bible, Symbols, Cross / candle / egg (plus other symbols according to beliefs reflected in cohort), Church (plus other Holy Buildings according to beliefs reflected in cohort, Pray, still, quiet, silent, Belong, Home / school / group, Christening / wedding, Different, Special, Who? / What? / When? / Where?, Nature, World, Creation, Seasons, Life, Love, Care, Look after, Help, Growth, Right / wrong, Fair / unfair Ritual, Praising, Hanukah / Diwali (plus other festivals according to beliefs reflected in cohort), Sacred, Tradition, Parable, Torah / Qur'an ((plus other Holy Books according to beliefs reflected in cohort, Wudu, Sukkah, Worship, Reflection, Holy, Prayer mat, Incense, Community, Commitment, Faith, Well-being, Leader, How? / Why?, Meaning, Truth, Moral, Values, Responsibility, Zakat, Choices, Rules, Just, Good / evil	Belief, Festival, Celebration, Christian, God Jesus, Harvest / Christmas / Nativity / Easter (plus other festivals according to beliefs reflected in cohort) Story, Special book (name according to beliefs reflected in cohort) Bible, Symbols, Cross / candle / egg (plus other symbols according to beliefs reflected in cohort), Church (plus other Holy Buildings according to beliefs reflected in cohort, Pray, still, quiet, silent, Belong, Home / school / group, Christening / wedding, Different, Special, Who? 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				Responsibility, Common Values, Dominion, Tikkun Olam, Citizenship, Ten Commandments, Freedom, Holocaust, Prejudice, Justice, Five Precepts, Desire, Suffering, Compassion
Eight Areas of Learning				
Beliefs and practices	To talk about different ways of living, including beliefs and festivals.	To describe at least three religious beliefs and practices, including festivals, worship, rituals and ways of life, and explain some meanings behind them using appropriate vocabulary.	To describe and reflect on some religious beliefs and practices studied, including how celebrations and key moments in life are marked and make connections between the different faiths and practices.	To evaluate a range of beliefs and practices within and across traditions and worldviews and explain how they share with and differences from each other.
Sources of wisdom	To listen and respond verbally and creatively to religious stories, fables, some prayers, reflections and wise sayings.	To retell and suggest meanings to some religious and moral stories. To think, talk and ask questions about some sacred writings and sources of wisdom and the traditions from which they come.	To explain and interpret a range of stories, sacred writings, psalms, poems hymns, prayers and artefacts. To describe the impact of individual believers.	To evaluate the ways a range of sources of wisdom can influence the lives of individuals and communities. To show awareness of the importance that different interpretations of stories, sacred writings, psalms, poems hymns, prayers and artefacts can have on this.
Symbols and actions	To communicate orally and through creative media about people, places and religious symbols and artefacts.	To identify at least three examples of symbols and actions and explain how and why they express religious meaning. To describe some similarities between communities.	To explain how a range of beliefs, symbolic expression and actions (verbal and non-verbal) can communicate meaning to individual followers. To describe some similarities between some symbols in different communities.	To compare how and why beliefs, symbolic expression and actions can communicate different meaning to individuals within communities. To identify and describe similarities and differences between and within communities.
Prayer, worship and reflection	To communicate through talk or gesture about prayer. To respond to their experience of periods of stillness and reflection.	To talk with others about prayer. To respond to their experience of periods of stillness and reflection.	To describe why and where worshippers perform prayer and worship. To express their opinions on the value of stillness and personal reflection.	To evaluate the importance of worship in the lives of individuals and communities from a range of different perspectives.
Identity and belonging	To show awareness of things and people that matter to them and link this to learning in Religious Education.	To talk with others about how groups express who they are and how individuals belong to communities, including faith groups. To describe what a leader does and why.	To describe some of the beliefs and challenges individuals face when belonging to a faith community. To describe how religious people are guided by their religious leaders. To explain what commitments they themselves have.	To explain the benefits for and challenges to individuals and communities that commitment to a faith can bring. To raise questions about guidance and leadership in their own and others' lives.
Ultimate questions	To use imagination and curiosity to develop their wonder of the world and ask questions about it.	To ask and respond to a range of 'how' and 'why' questions about belonging, meaning and truth, expressing their own ideas and opinions.	To respond to a range of challenging 'if' and 'why' questions about making sense of the world, expressing personal reflections.	To present a range of views and responses to theological and philosophical questions about belonging, meaning, purpose and truth and express their personal and critical responses to these in academic and creative ways.
Human responsibility and values	To talk about how people show concern for each other and the world around them.	To retell stories and tell real-life examples of how people show care and concern for humanity and the world. To think, talk and ask questions about why people do this.	To explain some of the beliefs and teachings about how people should treat others and the world. To describe how diverse communities can live together respectfully sharing the same important values and sense of responsibility.	To evaluate whether diverse communities can live together, identifying common values, justice, respect and shared human responsibility. To use personal and critical responses to evaluate how individual and collective responsibility are shaped by faith and belief.
Justice and Fairness	To explain in simple terms what makes something right, wrong and fair.	To explain the influence of rules. To retell moral stories and explain how these show what is right and wrong, just and fair.	To consider and discuss questions on matters that are important in the world including choices about what is right and what is wrong.	To evaluate how important faith and belief are in deciding what is right and wrong , just and fair, referring to their own and others' ideas and arguments.