

The Story of Progression

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Judaism: How do Jews celebrate Rosh Hashanah?	Christianity: How does Christians celebrate Christmas? Hinduism: How is Diwali celebrated?	Chinese New Year: What can we learn about this celebration?	Christianity: How do Christians celebrate Easter? Hinduism: How is Holi celebrated? *St. George's Day	Islam: How is Eid al-Fitr celebrated?	Buddhism: How do Buddhists celebrate Vesak?
Reception	Being special: where do we belong? F4	Why is Christmas important for Christians? F2	Why is the word God so important to Christians? F1	Why is Easter special to Christians? F3	What places are special and why? F5	What time/stories are special and why? F6
Year 1	What does it mean to belong to a faith community? 1.10	What do Christians believe God is like? 1.1	Who is Jewish and how do they live? 1.7		Who do Christians say made the world? 1.2	How should we care for the world and others and why does it matter? 1.9
Year 2	Who is a Muslim and how do they live? 1.6	Why does Christmas matter to Christians? 1.3	Who is a Muslim and how do they live? Part 2. 1.6	Why does Easter matter to Christians? 1.5	What is the 'good news' Christians believe Jesus brings? 1.4	What makes some places sacred to believers? 1.8
Year 3	What do Christians learn from the creation story? L2.1 What is it like for someone to follow God? L2.2	How do festivals and worship show what matters to a Muslim? L2.9	How do festivals and family life show what matters to Jewish people? L2.10	What kind of world did Jesus want? L2.4	How and why do people try to make the world a better place? L2.12	
Year 4	What is the trinity and why is it important for Christians? L2.3	What do Hindus believe God is like? L2.7	What does it mean to be Hindu in Britain today? L2.8	Why do Christians call the day Jesus died Good Friday? L2.5	For Christians, when Jesus left, what was the impact of Pentecost? L2.6	How and why do people mark the significant events of life? L2.11
Year 5	What does it mean if Christians believe God is holy and loving? U2.1	What does it mean to be a Muslim in Britain today? U2.8	Why do Christians believe Jesus was the Messiah? U2.3	Why is the Torah so important to Jewish people? U2.9	Christians and how to live: what would Jesus do? U2.4	What matters most to humanist and Christians? U2.10
Year 6	Creation and science: conflicting or complementary? U2.2	Why do some people believe in God and some people do not? U2.11	Why do Hindus want to be good? U2.7	What do Christians believe Jesus did to 'save people'? U2.5	For Christians, what kind of king is Jesus? U2.6	How does faith help people when life gets hard? U2.12

Begin with belonging, a good link to FS to All About Me. Begin with Christians but bring in religious and non religious ways of belonging

Christmas at Christmas – understanding the world around them and what it means to Christians. Similar to Easter in Spring 2.

1.3 Christmas at Christmas works for younger pupils to relate. Progress from previous unit, allowing children to compare Christian and Muslim beliefs of God. Focus on incarnation

Builds on idea of Jesus as God on earth in previous unit.

An in-depth introduction to the life of Jewish people. Builds on Reception unit F6.

1.4 & 1.5 Relevant to time of year. Builds on learning about the life of Jesus from 1.3. This support chronology and builds on two other Christianity units. Build on EYFS unit, will be built on further in KS2.

Lots of opportunities to consolidate and revisit learning in previous units.

Opportunity for retrieval of knowledge and a chance to apply what they have learned about Christian and Jewish beliefs.

Focused on several times to look at stories and festivals as they happen and link to wider learning in RE.

1,1 and 1.2 build on learning in FS. 1.2 links to time of year and links to other curriculum subjects.

Introduction of an in-depth focus on Muslims, not studied before 1:6 and 1:2 and learning is built on in Spring 1

L2.9 Children have knowledge from Y2 of general Muslim beliefs and way of live. They apply this to think about more specific

Builds on Y1 1.7. Children will also make comparisons from previous topic and compare

Children have secure knowledge of Christian beliefs and ways of life, therefore can begin to suggest their own ideas related to the kind of world they think Jesus wanted.

An in-depth knowledge of creation and then linked to why the world is special and needs looking after. Links to PSHCE and SMSC values.

Relevant to world around them and time of year. Build on learning in KS1. Helps children to see the Easter story from different perspectives. Helps children to understand Holy Week further.

Links to salvation from I2.5, builds on this. Supports their understanding of the trinity in the Autumn term. Helps children to understand the start of the Christian church.

Thematic – Supports principal aim to explore what people believe and what difference this makes to how they live. They have enough knowledge of religions to raise questions about belief and religion and link to their own way of life.

Children use knowledge from Y1 and Y3 and make comparisons of other special books from previous topics.

Helps children to think about the 'Good News' story and helps children to think from a Christian perspective using their in-depth knowledge of Christianity.

Builds on learning from previous topic. Allows children to build on their knowledge of the values and ways of living. Most substantial engagement with Humanism in RE in KS2. Pupils will have been learning that some people are non-religious, and will have found out in several units that the Humanists are a visible group of non-religious people in the UK today.

L2.1, L2.2 Builds on learning from Year 1 (1.1 and 1:2) support children recall and allows children. Children have secure knowledge of Christian beliefs and this can be applied, children more mature and can then think about the perspective of a Christian.

Supports chronology. Builds on children's learning about Christians show their beliefs about God. Helps put into perspective their learning Christmas and Easter in KS1. Allows them to express their own views.

In depth introduction into Hinduism and then what life is like. Again allows children to make comparisons with previous religions studied.

Children can make links and build biblical terms correctly. Children can make connections with their own lives. Helps to bring all learning in KS2 together

More mature to deal with issues in the news. Builds on basic knowledge from Y2 and Y3. Supports learning around preparation for adulthood.

Supports chronology. Children understand the place of incarnation in the 'big story'. Children have the pre-learning of Jesus' birth, life, death and resurrection was part of a bigger plan by God.

Children make clear connections with other subjects. Children have oracy skills that support them in debating and seeing different viewpoints. Links and builds on creation learning in KS1.

It builds on pupils' earlier learning about God in Judaism, Christianity and Islam – three monotheistic traditions with common roots. Y6 is a good place to do this, as it consolidates prior learning but also allows pupils to express their own ideas too. Note that this connects well with Unit U2.2

Builds on work that pupils will have done in unit L2.7 where they focused on the concept of Brahman/God in Hinduism. This unit is suitable for Y5 and Y6 and begins with a recap of work from unit L2.7

Children understand the idea of salvation and have an in-depth knowledge of the 'big story'. They can confidently talk about how Christians put their beliefs into practice.

Suitable for Y6 children as they have an awareness of the Lord's prayer and its meaning and builds on previous topic.

opportunity to pupils to draw together some previous learning about Christian, Hindu and non-religious beliefs. Poses links to Science/ non religious views from Autumn 1 topic.