



	Nursery	Reception	YEAR 1	YEAR 2
	Christianity		Christianity , Judaism	
Substantive Knowledge (Believing, expressing, living)	<p>To listen and respond to religious stories.</p> <p>To speak simple technical language</p>	<p>To have some knowledge of religious stories studied.</p> <p>To become familiar with simple technical language</p>	<p>To have simple knowledge of some of the beliefs and practices of specific religions studied.</p> <p>To understand simple technical language</p>	<p>Christianity, Hinduism (2 year cycle)</p> <p>To have simple knowledge of some of the beliefs, teaching/stories and practices of specific religions studied.</p> <p>To use simple technical language</p> <p>To have simple knowledge of why these beliefs and practices may be important to people.</p> <p>To have simple knowledge of some of the similarities and differences between and within the religious and non-religious worldviews they learn about.</p>
Key Vocabulary	<p>God, Pray/prayer, Believe/belief, Believe Christmas Bible Angel Star</p>	<p>God, Pray/prayer, Believe/belief, Angels, Holy, Festival, Celebration, Belonging</p> <p>Sacred Holy Treat Respect Rules Nativity Bethlehem Angel Gabriel Saviour Innkeeper Stable Manger Shepherd Gold Frankincense Myrrh</p>	<p>God, Pray/prayer, Believe/belief, Angels, Holy, Festival, Celebration, Belonging God, Jesus, Bible, Christian, Miracle, , Christmas, Nativity, Easter, Cross, Church, Vicar, Altar, Pew,</p> <p>Torah, Star of David, Shabbat, Challah, Sukkot, Hanukkah, , Synagogue, Passover,</p>	<p>God, Pray/prayer, Believe/belief, Angels, Holy, Festival, Celebration, Belonging God, Jesus, Bible, Christian, Miracle, Parable, Disciple, Christmas, Nativity, Easter, Cross, Church, Vicar, Altar, Pew, Font, Baptism & Christening, Wedding</p> <p>Hindus, Brahman, Vishnu, Brahma, Shiva, Rama Sita, Divali, Holi, Rangoli,</p>
Critical thinking	To question.	To ask simple questions about their learning.	To respond to the material they have learnt about, pupils can raise questions, express their opinions and back them up with simple reasons.	To respond to the material they have learnt about, pupils can raise questions, express their opinions and back them up with simple reasons.
Reflection	School prayer	School prayer	School prayer	School prayer
Whole School approach to Christmas/Easter	<p>Let's find out about the Christmas story.</p> <p>Let's find out about the Easter story.</p>	<p>Let's find out about the Christmas story.</p> <p>Let's find out about Christmas celebrations in churches.</p> <p>Let's find out about the Easter celebrations in churches.</p>	<p>Why are gifts given at Christmas?</p> <p>What matters most at Christmas?</p> <p>What gifts did the wise men bring?</p> <p>What is the Easter story?</p>	<p>Good news. Good news and how we celebrate it.</p> <p>How do Christians celebrate Easter?</p>

Educational Experience	Strong links with local church	Strong links with local church	Strong links with local church	Strong links with local church
	Year 3 (2 year cycle)	Year 4 (2 year cycle)	YEAR 5	Year 6
	Christianity, Hinduism	Christianity, Religious diversity (Humanism)	Christianity, Judaism	Christianity, Religious diversity (Local Muslim study)

Thorpe Hesley Religious Education Progression Map

<p style="text-align: center;">Substantive Knowledge (Believing, expressing, living)</p>	<p>To be able to describe some of the beliefs and teachings within the religions studied.</p> <p>To say how these beliefs and teachings have had an impact on individuals and communities.</p> <p>To begin to make some connections between these concepts.</p> <p>To identify some patterns between religious and non-religious worldviews.</p> <p>To compare and find similarities and differences.</p>	<p>To be able to describe some of the beliefs, teachings and expressions of beliefs within the religions studied.</p> <p>To say how these (above) have had an impact on individuals and communities.</p> <p>To begin to make connections between these concepts.</p> <p>To identify some patterns between or within religions (a range of religious and non-religious worldviews)</p> <p>To compare and find similarities and differences.</p>	<p>To have a good knowledge and understanding of the concepts (beliefs, teachings, sources of authority, expressions of belief and the impact of beliefs on the lives of individuals and communities) across religious and non-religious worldviews.</p> <p>To use wide-ranging technical vocabulary.</p> <p>To have a good knowledge of the diversity of religious and non-religious worldviews within the local, national and global context.</p> <p>To show good understanding of similarities and differences between them.</p>	<p>To have more detailed knowledge and understanding of the concepts (beliefs, teachings, sources of authority, expressions of belief and the impact of beliefs on the lives of individuals and communities) across several religious and non-religious worldviews.</p> <p>To competently use wide-ranging technical vocabulary.</p> <p>To have a sound knowledge of the diversity of religious and non-religious worldviews within the local, national and global context.</p> <p>To show a sound understanding of similarities and differences between them.</p>
<p style="text-align: center;">Key Vocabulary</p>	<p>Holy Land, Jerusalem, Incarnation, Salvation, Resurrection, Judas, Pontius Pilate, Crucifixion, Trinity, Father, Son, Holy Spirit, Gospels, Hymn, Holy communion, , Advent</p> <p>Hindus, Brahman, Vishnu, Brahma, Shiva, Rama Sita, Divali, Holi, Rangoli, , Mandir, Shrine,</p>	<p>Holy Land, Jerusalem. Resurrection, Judas, , Crucifixion, Abbey, Cathedral, Scripture Trinity, Father, Son, Holy Spirit, Gospels, Hymn, Holy communion, Eucharist, Lectern, Sermon, Advent</p> <p>Torah, Star of David, Shabbat, Challah, Sukkot, Hanukkah, Menorah, Mezuzah, Synagogue, Passover, Pesach, Seder Plate, Rosh Hashanah, Yom Kippur, Kippah</p>	<p>Holy Land, Jerusalem. Resurrection, Judas, , Crucifixion, Abbey, Cathedral, Scripture Trinity, Father, Son, Holy Spirit, Gospels, Hymn, Holy communion, Eucharist, Lectern, Sermon, Advent</p> <p>Five Pillars of Islam - Shahadah (profession of faith) - Salahj (prayer) - Zakat (alms, charity) - Sawm (fasting) - Hajj (pilgrimage) Hijab, Ramadan, Charity, Fasting, Muslim, Allah, 99 names, Muhammed, Messenger, Qur'an, Angel Jibril, Mosque, Salah, Mecca, Kaaba, Crescent Moon, Prayer Mat, Prayer Beads, Call to Prayer, Ramadan, Eid-ul-Fit</p>	

Critical thinking	<p>To raise questions.</p> <p>To express their opinions and support these with sensible reasons.</p> <p>To recognise that others may think differently and have different opinions.</p> <p><i>Plausible = reasonable or probable without necessarily being so, persuasive</i></p>	<p>In response to the material they learn about, pupils can raise questions, express their opinions and support these with plausible reasons.</p> <p>To recognise that others may think differently and have different opinions.</p> <p><i>Plausible = reasonable or probable without necessarily being so, persuasive</i></p>	<p>In response to the material they learn about, pupils can raise debatable questions.</p> <p>To express their opinions and use sound reasons to back these up.</p> <p>To show appreciation of different perspectives, recognising the reasons given to support these viewpoints (see both sides of an argument).</p> <p><i>Sound = reliable, competent.</i></p>	<p>In response to the material they learn about, pupils can raise controversial questions.</p> <p>To use a range of outputs to express their opinions and use sound reasons to back these up.</p> <p>To show appreciation of different perspectives, recognising the reasons given to support these viewpoints (see both sides of an argument).</p> <p><i>Sound = reliable, competent.</i></p>
Reflection	School prayer	School prayer	School prayer	School prayer
Whole School approach to Christmas/ Easter	<p>Symbolism of light at Christmas</p> <p>What do Christians remember on Palm Sunday?</p>	<p>Journeys. The Christmas journey. Life as a journey</p> <p>Why is Lent such an important period for Christians?</p>	<p>Peace. Message of Christmas peace and living in peace with others.</p> <p>Why is the last supper so important to Christians?</p>	<p>The meaning of the Christmas. Incarnation</p> <p>Why are Good Friday and Easter Day the most important days for Christians?</p>
Educational Experience	Strong links with local church	Strong links with local church	Strong links with local church	Strong links with local church

Disciplinary knowledge

The connections, theories, similarities and differences children can apply to their thinking when discussing religions and world views and the impact these have on people's lives.