



RE PROGRESSION MAP

Brushwood Junior

TOPIC SEQUENCING ACROSS YEAR GROUPS				
	YEAR 3	YEAR 4	YEAR 5	YEAR 6
AUTUMN	PLACES OF WORSHIP ↓ <i>KF</i>	NATURAL WORLD <i>KU</i>	PILGRIMAGE <i>KF</i>	ETHICS AND MORALS ↓ <i>KF</i>
SPRING	FESTIVALS <i>KU</i>	SACRED TEXTS ↓ <i>KF</i>	FOUNDERS AND PROPHETS <i>KF</i>	DIVERSITY IN RELIGIONS <i>KF</i>
SUMMER	SYMBOLISM <i>KF</i>	WORSHIP ↓ <i>KU</i>	RELIGION IN THE COMMUNITY <i>KF</i>	rites of passage <i>KU</i>

Colour coding = links in the curriculum across and within year groups
 Arrows = links in the curriculum within year groups
KU = Kapow planning is **used** to supplement existing planning
KF = Kapow planning is **followed** exclusively

Religious Education at Newtown School



Religious Education Curriculum

Newtown: EYFS to Year 2

	Pre-School	Reception	Year 1	Year 2
Important places	What makes your home a special place for you? (people and things)	What makes your home a special place for you? (people, things, feelings, activities)	What makes some places important in religions? (home; churches; synagogue)	What can special places tell us about people? (beliefs, feelings, practices, values)
Important people	Who is important to me and why? (family and friends)	Who is important to me and why? (family, friends, teachers, celebrities)	Who is special for religious people and what makes them special? (Jesus; Abraham; Vicar; Rabbi)	How do special people influence the way we behave? (setting an example, respect, influence)
Special things	What things are special in your home, to you, your family and friends? (cuddly toy or object)	What things are special in your home, to you, your family and friends? (cuddly toy; family heirloom; memories)	What objects are sacred or important in the religion and why? (crucifix/cross; Bible; menorah; mezuzah)	What do special things show about what is important to people? (beliefs, feelings, values)
Special stories	What stories are special to you? What makes them special? (favourite stories)	What stories are special to you, your family and your friends? What makes them special? (favourite stories and stories with a meaning e.g. fairy tales, fables)	What stories are important to religious people and why? (stories about Jesus and by Jesus; The story of Moses)	Are all stories true in the same way? (meaning, interpretation, fact/'moral' of a story)
Our world	How are you the same as and different from other children?	How are you and your family the same as and different from other families in the school and around the world? (relationships; homes; possessions)	What do religious stories say about how the world began? (The Genesis Creation Story; Big Bang and science)	How should we live together to look after each other and animals? (responsibilities, same, different, respect)
All about me	What do I like? (likes/dislikes; hobbies; interests; family; friends)	What makes me, me? What am I like? (likes/dislikes; hobbies; interests; family; friends)	What do religions believe about what people are like and what they should be like? (Adam and Eve; 10 Commandments; Golden Rule; 2 greatest commandments)	What do you think the perfect person would be like? Can we agree? (beliefs, behaviour, values, feelings)
Special occasions	What special times do I celebrate with my family and friends and why? (birthdays and festivals)	What special times do I celebrate with my family and friends and why? (birthdays, festivals; special days)	How do religious people celebrate their special times? (Christmas, Easter, Passover; Sukkot)	What do these special occasions show about what is important to people? (beliefs, feelings, values)
Belonging	What groups do I belong to? (family and school)	What groups do I belong to and how do they make me feel? (family, school, activities, clubs, faith)	How do people show they belong to a religion? (Baptism; dedication; Shabbat; kippah; mezuzah)	Does belonging to groups make a difference to who I am? (rules, activities, values, feelings)

	<i>What will children learn in RE?</i> ○ Bucks Agreed Syllabus Enquiry Question ○ Questions you could discuss at home to support learning
Year 3 Autumn	Religious Buildings: Are Places of worship really needed? • What different kinds of buildings are there in the local communities? What are they for? • How do the features of these buildings help them to fulfil their purpose? • What are the places of worship in the religions called and how are they used? • What features are found in the different places of worship and what are they used for? • What role do places of worship play in the lives of the individuals and faith communities? • How do these places help believers feel closer to God and understand life better? • What are the differences between private and collective worship? How might believers benefit from each? Do they need to have a public place of worship? • Why is it important for people to have public buildings in the community? Why not just have homes? • How important is it for people to have somewhere to go to be on their own? Why?
<u>VOCABULARY</u> houses, shops, school, doctors, churches, floorplan, map Church, Mosque, Dome, Mihrab, Prayer hall, minaret, ablutions area, Church, alter, pews, stained glass windows, cross, lectern, special place,	
Year 3 Spring	Festivals: What do our celebrations show about what we think is important in life? • What things do we celebrate? Why? How do we celebrate? • How do celebrations show what is important in our lives? • Why do we usually celebrate with other people and not just on our own? • What are some of the main festivals in the religions? • How do festivals express important beliefs and events in each religion? • What value do religious festivals have in the lives of individuals and communities? • What are the similarities and differences between secular and religious celebrations? • What makes something worth celebrating? • What can we learn from this about what people think is important in life?

VOCABULARY

Celebration, Invitations, Decorations, Special food, Special clothes, Present, People – friends or families

Jesus, Nativity, advent calendar, Christmas, Church, 25th December, Mary and Joseph, Bethlehem
Ramadan, Eid, Fasting, Islam, Muslim, Muhammad, sunset

Spring, Holi, powder paint, Hinduism, bonfires, offering.

Christianity, Resurrection, crucifixion, tombstone

Diwali, Hinduism, light, symbol, rangoli

Non-religious, Christmas, Birthdays, Celebration, Community, feelings, family, sharing.

Year 3

Summer

Symbolism: How do religions express their beliefs about God?

- What does our school badge or motto say about us?
- What is important to me and how can I express my deeply held feelings and beliefs?
- What is the difference between a sign and a symbol? What symbols are important to you?
- What do some religions believe about God?
- How do they express these beliefs through art, language, rituals and symbols?
- How do symbols and language express deep ideas, beliefs and feelings?

VOCABULARY

Symbol, Represent, Religious, Non-religious, Christianity, Judaism, Islam, Sikhism, Hinduism, Buddhism, Cross, crucifixion, fish (ichthus), lamb, dove, candle, bread and wine, Star and crescent, 5 pillars; Shahadah (Faith) Salah (Prayer), Sawm, (Fasting), Zakah (almsgiving), Hajj (Pilgrimage)

Year 4

Autumn

Creation and Environment: How does what we believe influence the way we should treat the world?

- What do I think caused the universe?
- Does the universe have a purpose or is it just there?
- What do different religions, non-religious groups and scientific views say about how the universe and life came about?
- How do religious /non-religious beliefs and scientific teachings influence people's treatment of the world?
- Do people have a responsibility to care for the world? Why, and what is this?
- If you were to create a new world, what would it look like? What would you leave out and why?
- How important is human life? Why? Is human life more important than all other life? Why/Why not?
- How can humanity work together to improve the natural world? What is stopping us?

VOCABULARY

World, creation, existence

Vishnu, Brahma, 'om', Allah, recite, disobey, creation, human, impact, beliefs,

Year 4

Spring

Sacred Texts: Why are sacred texts and holy books so important?

- What is your favourite book or story? What are books for and how do we use them?
- How do stories help us understand how we should behave/live our lives?
- What is a sacred text? What sacred texts are important in the religions? How did they come into existence?
- What beliefs about God are expressed in the sacred texts?

	• What do different sacred texts say about what it means to be a person? • What rules for living are found in different sacred texts? • How might religious people interpret their sacred texts differently? • How might non-religious people interpret sacred texts? How do they know what their rules for living are? • Do people need to believe in God in order to be good?
<u>VOCABULARY</u> Buddhist: Tripitaka, Dhamapada Bahai': Tablets, Baha'u'llah Jewish: Torah, Tanakh, Talmud Muslim: Qur'an, Hadiths Christian: Bible, Testament Religious and Human Experiences: shrine, God, worship, artefact, holy, spiritual, sacred, devotion.	
Year 4	Worship: How and why do people worship?
Summer	• What is most important to me in my life? (Things, people, ideas, feelings, beliefs) • How do I express my feelings and beliefs about what I think is important in my life? • What do religious people do in their worship? Why do they do this? • Why are beliefs and attitudes important? • How does worship express different beliefs about God, humans and the world? • What do believers gain from worshipping on their own (privately) and with other people (in the home or place of worship)? • How does worship influence their lives? • How do we show what is most important in our lives and how might this influence how we live and affect other people?
<u>VOCABULARY</u> Worship, Ritual, Divine, Supernatural power, Reverence, Devotion, Extravagant, Worship, Spirituality, Mass, Sermons, Communion, Salah – prayer, Wuzu/wudhu – act of washing before praying, Mecca – Holy land, Allah, Attribute, Mandir – Temple, Murti – Statues, Brahman – God, Worship, Similarities, Differences, Reflection	
Year 5	Pilgrimage:
Autumn	Why is pilgrimage so important to some religious communities? • What is the most important or meaningful journey that I have been on? What happened? What was memorable about it? What influence has it had on me? • What is pilgrimage and why do people choose to go on pilgrimage? • What happens on different pilgrimages and how do they influence the pilgrims? • What challenges can the pilgrims face and how do they overcome these • What value does pilgrimage have in the lives of believers? • How might pilgrims be different after having completed their pilgrimage? • How does going on pilgrimage not only express beliefs, but also strengthen them for the pilgrims and even their communities? • Is there a purpose to life and how can we find out? What helps give meaning and purpose to life?
<u>VOCABULARY</u> Judaism: Jerusalem, Western Wall, Temple, Synagogue, Torah Christianity: Jesus Christ, Miracle, Incarnation, Bethlehem, Christmas Buddhism: Bodh Gaya, Buddha, Enlightenment Islam: Hajj, Makkah, Ummah, Prophet, Ibrahim Ismail Hinduism: Varanasi, Mela, Aum, Mandir, Murti, Prasad,	

Karma Religion generally: Pilgrimage, Worship, Sacred Spaces, Remembrance Religious and Human Experiences: Change, Life changing, Journey of life	
Year 5 Spring	Founders/Prophets: How did the religions and world views begin?
	• What does it mean to admire someone? What sort of people do I admire? • What qualities do we look for in leaders? • What are the origins of the religions and why are the ‘founders’ so significant? How do devotees show their devotion to these figures? • How do the lives, teachings and example of the key religious figures in the different religions influence individuals and faith communities today? • Are these figures good roles models for us today? Why? • Who are some of the key figures in the development of Humanism? What were their key ideas? • How important is it for us to have good role models to base our lives on?
<u>VOCABULARY</u> Beliefs, Faith, Inspiration, Vocation, Influence, significant, community, commitment, charity, prophet, founder, origin	
Year 5 Summer	Religion in the Community: What holds communities together?
	• What is it like to belong to our class? Our school? What responsibilities do different people in the school have? • How can belonging to a religion influence the lives of the faith communities? • How do religious communities live out their beliefs and actions in the wider world? • What beliefs do the different religions share in common and how are they different? • What does it mean to be a Christian, a Hindu or a Muslim religion important in the community? Why/why not? • How does being part of a community influence people’s actions, choices and behaviour? How can different people and groups live together in communities (local, national, global)?
<u>VOCABULARY</u> Community, belonging, citizen, faith, religious, group, similar, respect, Parable, Jesus, teaching. Samaritan, Traveller, priest, Levite, Jew, help, differences, similarities, compassion, empathy, forgiveness, community, charity. Prophet, Allah, Muhammed, mural, collaboration, honesty, boldness, freedom, trust, team spirit, modesty, responsibility Love Peace Right Conduct, Nonviolence, achievement, stimulation, tradition, conformity, security power, sportsmanship, respect, perseverance, courtesy accountability, equality, diversity.	
Year 6 Autumn	Ethics and Morals: What do the religious and non-religious worldviews teach about ‘the good life’?
	• Who and what influences how I live my life? How important is my behaviour? • What is my personal code of conduct? What are my most important values in life?

	• What do the different religious and non-religious teachings say about how we should live our lives? Do they have anything in common? • How do different religious and non-religious groups decide what is right and wrong? • How relevant or helpful in modern life are religious teachings about how we should live? • How can humans live well together?
<u>VOCABULARY</u> Moral dilemma, poverty, justice, righteousness, power, rights, responsibilities, promises, beliefs, values, injustice, principals, discrimination.	
Year 6 Spring	Diversity In Religions: Why does religion look different around the world? • How am I similar to and different from other people around me? Why can't we all be the same? • Does it matter that people have views, beliefs and religions that differ from my own? Why? • What is a 'worldview' and where do we get our worldview from? • What different views, beliefs and traditions are there within religions and non-religious groups? • What can we learn about the different beliefs within the religions from their worship, prayer and ritual? • What holds communities together? • How might differences enhance the life of a community?
<u>VOCABULARY</u> rights, responsibilities, growing up, adulthood, promises, rituals, beliefs, values, symbolic, injustice, principals, discrimination.	
Year 6 Summer	Rites of Passage: Why do religions or non-religious groups celebrate important moments in life? • What might the key milestones be in my life and why are they important? • What/who do I have a commitment to and how do I show this? • What rites of passage do people observe in religious and non-religious traditions? • What beliefs about life and commitment are expressed in the rites of passage? • Why do many people want to involve others in important moments in their lives? • What can we learn about our own values and commitments from the values, commitments and attitudes of others? • What benefits and challenges can commitment bring to our lives?
<u>VOCABULARY</u> Rite of passage, birth, childhood, adulthood, marriage, death. Confirmation, Bar Mitzvah, Bat Mitzvah, Baptism, purification, ceremony, Amrit, age of maturity, ritual, responsibility.	

