

Lainesmead Primary School

Religion and Worldviews (R&W) Progression Map

	EYFS1	EYFS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term One	Exploring celebrations and understanding their purpose. Easter, Christmas, Diwali, Eid, Chinese New Year.	F5 Where do we belong? -Share and record occasions when things have happened in their lives that have made them feel special. -Use new vocabulary to recall and name simply what happens at a traditional Christian infant baptism and dedication. -Recall simply what happens when a baby is welcomed into a religion other than Christianity.	1.1 Who is a Christian and what do they believe (Part One.) -Talk about some simple ideas about Christian beliefs about God and Jesus. -Talk about issues of good and bad, right and wrong arising from stories.	1.1 Who is a Christian and what do they believe (Part Two) -Make links between what Jesus taught and what Christians believe and do. -Ask some questions about believing in God and offer some ideas of their own.	L2.7 What does it mean to be a Christian in Britain today (Part One.) -Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings. -Suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes.	L2.7 What does it mean to be a Christian in Britain today? (Part Two.) -Discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others. -Explain similarities and differences between at least two different ways of worshipping in two different Christian Churches.	U2.7 What matters most to Christians and Humanist? (Part One.) -Describe some Christian and Humanist values simply. -Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples.	U2.7 What matters most to Christians and Humanist? (Part Two.) -Give examples of similarities and differences between Christian and Humanist Values. -Express their own ideas about some big moral concepts, such as fairness, honesty etc., comparing them with the ideas of others they have studied.
Religions and worldviews	Christians, Hindus, Muslims	Christians, Hindus, Muslims	Christians	Christians	Christians	Christians	Christians, non-religious (Humanists)	Christians, non-religious (Humanists)

	EYFS1	EYFS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term Two	Exploring celebrations and understanding their purpose. Easter, Christmas, Diwali, Eid, Chinese New Year.	F4 Which times are special and why? -Recall simple stories connected with Christmas/Easter and a festival from another faith. -Say why Christmas/Easter and a festival from another faith is a special time for Christians/member of the other faith.	1.6 How and why do we celebrate special and sacred times (Part One.) -Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion. -Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers.	1.6 How and why do we celebrate special and sacred times (Part Two.) -Re-tell stories connected with Christmas/Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers. -Identify some similarities and differences between the celebrations studied.	L2.5 Why are festivals important to religious communities? -Make connections between stories, symbols and beliefs with what happens in at least two festivals. -Ask questions and give ideas about what matters most to believers in festivals (e.g Easter, Eid.)	L2.5a How do people from religious and non-religious communities celebrate key festivals? -Identify some differences in the way festivals (e.g Christmas) are celebrated within and between different religious and non religious worldviews. -Identify why members of the same religious or non-religious worldviews might celebrate festivals differently or for different reasons.	U2.1 Why do some people believe God exists? -Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging. -Present different views on why people believe in God or not, including their own ideas.	U2.9 What can be done to reduce racism? Can religion help? -Understand the challenges racism presents to human communities and consider different religious responses. -Discuss their own and other's ideas about reducing racism and prejudice, informed by rich knowledge of case studies.
Religions and worldviews	Christians, Hindus, Muslims	Christians, Hindus, Jewish people	Christians, Muslims and/or Jewish people	Christians, Muslims and/or Jewish people	Christians and Hindus or Jewish people or Muslims	Christians, non religious people (Humanists), Jewish people	Christians, non-religious (Humanists)	Christians, Muslims, Non-religious (Humanists)

	EYFS1	EYFS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term Three	Exploring celebrations and understanding their purpose. Easter, Christmas, Diwali, Eid, Chinese New Year.	F1 Which stories are special and why? -Identify a sacred text e.g. Bible, Qur'an. -Talk about some religious stories using new vocabulary. -Recognise some religious words, e.g. about God, holy books or places of worship.	1.2 Who is a Muslim and what do they believe? (Part One.) -Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 names of Allah. -Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel.	1.2 Who is a Muslim and what do they believe? (Part Two.) -Re-tell a story about the life of the Prophet Muhammed. -Ask some questions about God that are hard to answer and offer some ideas of their own.	L2.8 What does it mean to be a Hindu in Britain today? (Part One.) -Describe some examples of what Hindus do to show their faith, and make connections with some Hindu Beliefs and teachings about aims and duties in life. -Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes.	L2.7 What does it mean to be a Hindu in Britain today (Part Two.) -Describe some ways in which Hindus express their faith through Puja, aarti and bhajans. -Explain similarities and differences between Hindu worship and worship in another religious tradition pupils have been taught.	U2.6 What does it mean to be a Muslim in Britain today (Part One.) -Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad. -Describe and reflect on the significance of the Holy Qur'an to Muslims.	U2.6 What does it mean to be a Muslim in Britain today (Part Two.) -Make connections between the key functions of the mosque and the beliefs of Muslims. -Comment thoughtfully on the value and purpose of religious practices and rituals in a Muslim's daily life.
Religions and worldviews	Christians, Hindus, Muslims	Christians, Muslims, Hindus	Muslims	Muslims	Hindus	Hindus	Muslims	Muslims

	EYFS1	EYFS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term Four	Exploring celebrations and understanding their purpose. Easter, Christmas, Diwali, Eid, Chinese New Year.	F2 Which people are special and why? -Talk about people who are special to them. -Hold conversations about what makes their family and friends special to them. -Recall stories about special people in other religions and talk about what we can learn from them.	1.7 What does it mean to belong to a faith community? -Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers. -Give examples of ways in which believers express their identity and belonging within faith communities, responding sensitively to differences.	1.3 Who is Jewish and what do they believe? -Talk about the fact that Jewish people believe in God and recognise that some Jewish people remember God in different ways. -Talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat.	L2.1 What do different people believe about God? -Describe some of the ways in which Christians, Hindus and/or Muslims describe God. -Identify how and say why it makes a difference in people's lives to believe in God.	L2.3 Why is Jesus inspiring to some people? -Make connections between some of Jesus' teachings and the way Christians live today. -Identify the most important parts of Easter for Christians and say why they are important.	U2.2 What would Jesus do? (Can we live by the values of Jesus in the twenty-first century?) -Outline Jesus' teaching on how his followers should live. -Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today.	U2.3 What do religions and worldviews say when life gets hard? -Outline Christian, Hindu and/or non-religious beliefs about life after death. -Express ideas about how and why religion can help believers when times are hard, giving examples.
Religions and worldviews	Christians, Hindus, Muslims	Christians, Muslims, Jewish people	Christians, Muslims and/or Jewish people	Jewish people	Christians, Muslims and/or Hindus	Christians	Christians	Christians, Hindus, non-religious (Humanists)

	EYFS1	EYFS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term Five	Exploring celebrations and understanding their purpose. Easter, Christmas, Diwali, Eid, Chinese New Year.	F3 Which places are special and why? -Talk about somewhere that is special to themselves saying why. -Be aware that some religious people have places which have special meaning for them. -Recognise two different places of worship, using new vocabulary. -Hold conversations about the things that are special and valued in a place of worship.	1.5 What makes some places sacred? -Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used. -Talk about the ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe.	1.4 How can we learn from sacred books? -Re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories. -Ask and suggest answers to questions arising from stories Jesus told and from another religion.	L2.4 Why do some people pray? -Make connections between what people believe about prayer and what they do when they pray. -Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray.	L2.6 Why do some people think that life is a journey and what significant experiences mark this? -Describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean. -Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief.	U2.4 If god is everywhere, why go to a place of worship? -Select and describe the most important functions of a place of worship for the community. -Present ideas about the importance of people in a place of worship, rather than the place itself.	SATS PREP
Religions and worldviews	Christians, Hindus, Muslims	Christians, Muslims	Christians, Muslims and/or Jewish people	Christians, Muslims, Jewish people	Christians, Muslims and/or Hindus	Christians, Hindus and/or Jewish people	Christians, Hindus, Jewish people	

	EYFS1	EYFS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term Six		F6. What is special about our world? -Think about the wonders of the natural world, expressing ideas and feelings. -Express ideas about how to look after animals and plants. -Talk about what people do to mess up the world and what they do to look after it. -Respond imaginatively and expressively to the beauty and delight of the natural world.	1.8 How should we care for others and the world, why does it matter? (Part One.) -Re-tell Bible stories and stories from another faith about caring for others and the world. -Talk about the issues of good and bad, right and wrong arising from the stories.	1.8 How should we care for others and the world, why does it matter? (Part Two.) -Identify the ways that some people make a response to God by caring for others and the world. -Talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more.	L2.2 Why is the Bible so important for Christians today? -Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation. -Give examples of how and suggest reasons why Christians use the bible today.	L2.9 What can we learn from religions about deciding what is right and wrong? -Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions. -Discuss their own and others ideas about how people decide about right and wrong.	U2.10 Green Religion? How and why should communities do more to care for the earth? -Make connections between beliefs about the earth and activist behaviour in different religions. -Understand the challenges facing the planet and responses from different religions.	U2.8 What difference does it make to believe in ahimsa (harmlessness), grace, and ummah (community)? -Make connections between belief in ahimsa, grace and ummah, teachings and sources of wisdom in three religions. -Consider similarities and differences between beliefs and behaviour in different faiths.
Religions and worldviews	Christians, Hindus, Muslim	Christians, Muslims, Jewish people	Christians, Muslims, Jewish people	Christians, Muslims, Jewish people	Christians	Christians, Jewish people, non-religious (Humanists)	Christians, Muslims, Hindus, Jewish people	Christians, Muslims, Hindus

