



Primary R.E. Progression Map

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>The Suffolk Agreed Syllabus for Religious Education 2012</p> <p><i>Pupils should be taught:</i></p>	<p>Learning about religion and belief Pupils should be taught to:</p> <ul style="list-style-type: none"> talk about aspects of some religious stories, including Bible stories and the stories behind Christmas and Easter, e.g. saying what they like about them recognise simple religious beliefs or teachings e.g. love your neighbour, God is great identify simple features of religious life and practice in a family context e.g. saying family prayers, naming a baby or celebrating a festival recognise a number of religious words e.g. religion, pray, church, amen, saint, and in particular, understand the use of the word 'God' in a religious context name the cross as a Christian symbol and recognise some other religious symbols or symbolic clothing e.g. Jewish kippah, Sikh turban recognise some Christian religious artefacts, including those in cultural as well as religious use e.g. Christmas cards, Easter eggs, hot cross buns. <p>Learning from religion and belief Pupils should be taught to:</p> <ul style="list-style-type: none"> recognise aspects of their own experiences and feelings in religious stories and celebrations recognise there are both similarities and differences between their own lives and those of other children, including those from religious backgrounds identify what they find interesting or puzzling about religious events ask questions about puzzling things in religious stories or in the natural world say what matters or is of value to them and talk about how to care for and respect things that people value talk about what concerns them about different ways of behaving e.g. being kind and helpful, being unfair or mean. 	<p>Learning about religion and belief Pupils should be taught to:</p> <ul style="list-style-type: none"> explore a range of religious stories and sacred writings, and talk about their meanings name and explore a range of celebrations, worship and rituals in religion, noting similarities and differences, where appropriate identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives explore how religious beliefs and ideas can be expressed through the creative and expressive arts and communicate their responses identify and suggest meanings for religious symbols and begin to use a range of religious words and phrases. <p>Learning from religion and belief Pupils should be taught to:</p> <ul style="list-style-type: none"> reflect on and consider religious and spiritual feelings, experiences and concepts, such as worship, wonder, praise, thanks, concern, joy and sadness ask and respond imaginatively to puzzling questions, communicating their ideas identify what matters to them and others, including those with religious commitments, and communicate their responses reflect on how spiritual and moral values relate to their own behaviour particularly those concerned with right and wrong, justice and injustice recognise that religious teachings and ideas make a difference to individuals, families and the local community 		<p>Learning about religion and belief Pupils should be taught to:</p> <ul style="list-style-type: none"> describe the key aspects of religions, especially the people, stories and traditions that influence their beliefs and values describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings identify and begin to describe the similarities and differences within and between religions investigate the significance of religion in the local, national and global communities consider the meaning of a range of forms of religious expression, understand why they are important in religion, and note links between them describe, and begin to understand, religious and other responses to ultimate and ethical questions use specialist vocabulary in communicating their knowledge and understanding use and interpret information about religions from a range of sources. <p>Learning from religion and belief Pupils should be taught to:</p> <ul style="list-style-type: none"> reflect on what it means to belong to a faith community, communicating their own and others' responses respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways discuss their own and others' views of religious truth and belief, expressing their own ideas reflect on ideas of right and wrong and their own and others' responses to them reflect on sources of inspiration in their own and others' lives 			



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Knowledge			
Year group	Autumn	Spring	Summer
EYFS Nursery and Reception	Festivals and Celebrations	Festivals and Celebrations	Festivals and Celebrations
	<p>Divali (4th November 2021) Bonfire Night (5th November 2021) Hannukah (28th November 2021) Christmas (25th December 2021) Continuous Provision – Curiosity Table</p>	<p>Chinese New Year (1st February 2022) Holi (19th March 2022) Ramadan (2nd April 2022) Passover (15th April 2022) Easter Sunday (17th April 2022) Continuous Provision – Curiosity Table</p>	<p>Vesak Day (6th May 2022) Christian Aid Week (15th – 21st May 2022) Dharma Day (13th July 2022) Continuous Provision – Curiosity Table</p>
Year 1	Special Books	Special Objects	Special Places
	<p>Identify some books that are special to different religions. Understand that religious books need to be treated with respect Know how religious books are looked after. Retell some religious stories. Describe how religious texts are written in different languages.</p>	<p>Describe some special religious objects distinguishing between those that are ornaments and those that aren't. Name Hanukkah as a Jewish festival. Explain what special religious objects are used during Hanukkah</p>	<p>Tell how people may create a special area at home to worship. Understand that special religious places don't have to be a special building Understand why people may visit special places or memorials. Know that all Muslims are meant to go to Mecca before they die. Know similarities and differences between Christian and Muslim special places Know where Buddha was born. Understand why people may go on a pilgrimage to certain special place</p>
Year 2	Muslim Celebrations	Easter Story	Wonderful World
	<p>Know key Islamic festivals. Know the significance of a Muslim celebration. Know a key figure in the Muslim faith and how he is celebrated and honoured. Know how Muslim show dedication to their faith. (Two lessons Ramadan and Haji</p>	<p>Know the importance of celebrating new beginnings in the Easter Story. Know and retell a Christian story. Know how Christian's prepare for Easter. Know how Christian's celebrate Easter. Know and explore Christian traditions.</p>	<p>Know things that make our world special. Know and compare the Jewish, Christian, Hindu and Islamic creation stories. Know that different religions have different ideas about Heaven. Understand that there are different accounts of the creation of plants. Explore different religious accounts of how animals and people were created.</p>
Year 3	Jewish Celebrations	Israelites of Egypt	
	<p>Know that Judaism is one of the world's oldest religions. Know that Jews believe in one God. Know the story behind the Passover celebrations. Know why Jews celebrate Sukkot. Know the main characters in the story of Esther. Know that Hanukkah is known as the Festival of Lights. Know that Rosh Hashanah is the Jewish New Year festival.</p>	<p>Know that some stories can be found in and taught by more than one religion. Know the emotions felt by people in a religious text. Know that Joseph believed God spoke to him through dreams. Know and recall the key points of a religious story. Know that different faiths have different customs and ideas. Know that Christian and Jewish people can take different messages from the same story.</p>	
Year 4	Tudor Christianity	Islamic Rites of Passage	
	<p>Name the Leader of the Catholic Church. Know why the population of the country in Tudor times would follow the religion of the reigning monarch. Know how Martin Luther's actions led to the creation of the Protestant faith. Know key individuals who began the changes in the Protestant faith. Know why Henry VIII was titled "Defender of the Faith". Understand the changes Henry VIII made to religion in England. Know that the current monarch is still Defender of the Faith and Supreme Governor of the Church of England.</p>	<p>Know the difference between Islam and Muslim. Understand the Five Pillars of Islam. Know what happens in an Islamic birth/naming ceremony. Know the steps in a Muslim marriage and understand some of the religious requirements for Muslims when they marry a person. Understand the idea of after-life and what the Day of Judgement is and what Muslims believe about this day. Know why the Hajj is a rite of passage and what Muslims feel afterwards.</p>	
Year 5	Sikh Worship and Community	Buddhists Worship and Beliefs	



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	<p>Know that a Sikh place of worship is called a gurdwara, and the holy book is called the Guru Granth Sahib.</p> <p>Know what the Mool Mantar is and what it represents in Sikhism.</p> <p>Understand what the names 'Singh' and 'Kaur' mean.</p> <p>Name the five Ks.</p> <p>Know why Sikhs take part in the langar.</p> <p>Know what 'sewa' is and why it is important to Sikhs.</p>	<p>Know who Buddha was and why he is important to Buddhists today.</p> <p>Know that Buddhism is based on the teachings of a man called Siddhartha Gautama.</p> <p>Know that Buddhists do not worship a god like most other world religions.</p> <p>Understand the concepts of both enlightenment and nirvana.</p> <p>Know what the Five Moral Precepts are and how they are similar or different to the rules and laws of other religions.</p> <p>Know that Buddhists believe that life is a continuous cycle of life, death, and rebirth, called samsara.</p> <p>Know that all temples are designed to represent the five elements of earth, water, fire, air, and wisdom.</p>	
Year 6	<p>Stories of Hinduism (Autumn 2)</p> <p>Understand that Hindus believe God is represented in different forms, showing how varied, powerful, and divine the Supreme Being is.</p> <p>Recall some main facts about Hinduism</p> <p>Know why cows are sacred to Hindus.</p> <p>Know what the Hindu teaching on the truth is.</p> <p>Understand that telling the truth can be a difficult thing to do.</p>	<p>Expressing faith through the Arts</p> <p>Understand why/how faith can be expressed through art.</p> <p>Know that religious music is often taken directly from scripture.</p> <p>Understand how colours are used as symbols.</p> <p>Understand that artwork can be sacred and spiritual to believers.</p> <p>Know that statues of religious figures are not acceptable to many Muslims.</p> <p>Know that Jews are not allowed to have pictures or statues of people in synagogues.</p> <p>Understand how Islamic art represents God's creation.</p>	

Coverage

<p>Learning <u>about</u> Religion and Faith</p>	<p>In EYFS the children are developing their knowledge and understanding about the world they live in.</p> <p>As part of the EYFS curriculum (Understanding the World: People, Cultures and Communities) the children learn about the traditions, values and things that are special to themselves and others.</p> <p>By the end of the year children in Nursery will be able to</p> <p>Show interest in different occupations. Continue developing positive attitudes about the differences between people.</p> <p>By the end of the year children in Reception will be able to</p> <p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Understand that some places are special to members of their community</p> <p>Recognise that people have different</p>	<p>I can remember a Christian / Jewish story and talk about it. (Special Books)</p> <p>I can use the right names for things that are special to Christians/ Jews. (Special Objects/Special Places)</p> <p>I can recognise religious art, symbols, and words and talk about them. (Enrichment Day)</p>	<p>I can tell a Christian / Islamic story and talk about their meanings and what some people believe. (Muslim Celebration/Easter Story/Wonderful World)</p> <p>I can talk about some of the things that are the same for different religious people. (Wonderful World)</p> <p>I can say what some Christian / Islamic symbols stand for or say what some art is about. (Muslim Celebration/Easter Story)</p>	<p>I can describe what a believer might learn from a religious story. (Judaism/ Israelites)</p> <p>I can describe some of the things that are the same and different for religious people. (Judaism/ Israelites)</p> <p>I can use religious words to describe some of the way in which people show their beliefs. (Judaism)</p>	<p>I can make links between the beliefs of different religious groups and show how they are connected to the believers' lives. (Tudor Christianity / Islamic Rites)</p> <p>I can use the right religious words to describe and compare what practises and experiences may be involved in belonging to different religious groups. (Tudor Christianity / Islamic Rites)</p> <p>I can express religious beliefs in a range of styles and words used by believers and suggest what they mean. (Tudor Christianity / Islamic Rites)</p>	<p>I can suggest reasons for the similar and different beliefs which people hold. (Sikhism / Buddhism)</p> <p>I can explain how religious sources are used to provide answers to important questions about life and morality. (Buddhism)</p> <p>I can explain why people belong to religions and how religion can make a difference to the lives of individuals and communities. (Sikhism)</p> <p>I can use religious vocabulary in suggesting reasons for the similarities and differences between religions. (Buddhism)</p>	<p>I can investigate the significance of religion in the local, national and global communities. (Hinduism)</p> <p>I can consider the meaning of a range of forms of religious expression and understand why they are important in religion. (Hinduism / Religious Art)</p> <p>I can describe, and begin to understand, religious and other responses to ultimate and ethical questions. (Hinduism)</p> <p>I can identify and begin to describe the similarities and differences within and between religions. (Hinduism / Religious)</p> <p>I can use and interpret information about religions from a range of sources. (Religious Art)</p>
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	<p>beliefs and celebrate special times in different ways.</p> <p>Recognise some similarities and differences between life in this country and life in other countries</p>						
<p>Learning from Religion and Faith</p>		<p>I can talk about things that happen to me. (Special Objects/</p> <p>I can talk about what I find interesting or puzzling. (Enrichment Day)</p> <p>I can talk about what is important to me and to other people. (Special Places/ Special Objects)</p>	<p>I can ask about what happens to others with respect for their feelings. (Muslim Celebration/Easter Story/Wonderful World)</p> <p>I can talk about some things in stories that make people ask questions. (Wonderful World)</p> <p>I can talk about what is important to me and to others with respect for their feelings. (Wonderful World)</p>	<p>I can compare some of the things that influence me with those that influence other people. (Judaism)</p> <p>I can ask important questions about life and compare my ideas with those of other people. (Enrichment Day)</p> <p>I can link things that are important to me and other people with the way I think and behave. (Judaism/Israelites)</p>	<p>I can ask questions about who we are and where we belong, and suggest answers refer to people who have inspired and influenced myself and others. (Tudor Christianity / Islamic Rites)</p> <p>I can ask questions about the meaning and purpose of life, and suggest a range of answers which might be given by me as well as members of different religious groups and individuals. (Enrichment Day)</p> <p>I can ask questions about moral decisions I and other people make. I can suggest what might happen as a result of different decisions, including those made with reference to religious beliefs / values. (Enrichment Day)</p>	<p>I can give my own and others' views on questions about who we are and where we belong and on the challenges of belonging to a religion and explain what inspires and influences me. (Sikhism)</p> <p>I can ask questions about the meaning and purpose of life and suggest answers which relate to the search for truth and my own and others' lives. (Enrichment)</p> <p>To ask questions about things that are important to me and to other people and suggest answers which relate to my own and others' lives. (Sikhism)</p>	<p>I can reflect on what it means to belong to a faith community, communicating my own responses. (Hinduism)</p> <p>I can respond to the challenges of commitment both in their own lives and within religious traditions. (Enrichment Day)</p> <p>I can recognise how commitment to a religion is shown in a variety of ways. (Religious Art)</p> <p>I can discuss my own and others' views of religious truth and belief, expressing my own ideas. (Hinduism)</p> <p>I can reflect on ideas of right and wrong and my own and others' responses to them. (Enrichment Day)</p> <p>I can reflect on sources of inspiration in my own and others' lives. (Religious Art)</p>
	Christianity	Christianity	Christianity	Christianity	Christianity	Christianity	Christianity
	<p>People, Culture and Communities:</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what we have learnt in class.</p> <p>Covering the following festivals throughout the year...</p> <ul style="list-style-type: none"> • Divali • Bonfire Night 	<p>Identifies The Bible as a collection of religious texts sacred to Christians.</p> <p>Name a church as a Christian place of worship.</p> <p>Become familiar with some traditional stories.</p>	<p>Identify the significance of Easter as a time of new beginnings.</p> <p>Retell and discuss a familiar Christian Story.</p> <p>Discuss the importance of preparing for a religious festival.</p>	<p>Explore who the Israelites were and what they believed.</p> <p>Recognise and discuss the story of Joseph and the Pharaoh.</p> <p>Explore why the Israelites moved from their homes.</p>	<p>Identify the leader of the Catholic Church.</p> <p>Describe a Catholic Church.</p> <p>Identify any key acts of worship within the Catholic faith? (e.g. Confession, Holy Communion).</p>		<p>Recognise that expressing faith involves feelings and emotions.</p> <p>Use drama to show their understanding of how people express their feelings.</p> <p>Describe how emotions can be portrayed through a variety of media.</p>



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	<ul style="list-style-type: none"> • Christmas Story • Easter Story • Chinese New Year • Ramadan <p>Continuous Provision: Curiosity Table with Religious Objects</p>	<p>Name and explain how some special religious objects are used.</p> <p>Understand and compare special religious clothes and objects.</p> <p>Explain why Christians may go on a pilgrimage</p>	<p>Explain how Easter is celebrated.</p> <p>Identify some key Christian traditions at Easter.</p> <p>Know things that make our world special.</p> <p>Compare the Christian story of Creation with the Jewish, Hindu and Islamic creation stories.</p> <p>Compare the Christian ideas of Heaven with other World Religions.</p> <p>Compare religious stories on the creation of plants, animals and people.</p>	<p>To explore the differences in the beliefs.</p> <p>Explain what we can learn about Christian and Jewish beliefs in God from the story of the Israelites.</p>	<p>Explore the process of confession and the reasons behind it.</p> <p>Explain why Martin Luther was an important figure during the Tudor times.</p> <p>Identify one or more of the grievances of Martin Luther.</p> <p>Investigate why Henry separated the Church of England from Rome.</p> <p>Name a key difference between Catholicism and Protestantism in the 16th century.</p> <p>Identify similarities between Catholicism and Protestantism.</p> <p>Reflect on Christianity today and how beliefs can change.</p> <p>Discuss some of the challenges some Christians face today with the advances in society, technology, and science.</p> <p>Name a way in which the Church of England is involved in modern British society.</p>		<p>Discuss why religious people use their scriptures to create songs.</p> <p>Express their own religious ideas through music.</p> <p>Explain the meaning of vestments and colours in many churches</p> <p>Identify and explain the significance of some Christian symbols.</p> <p>Identify how and why colours and symbols are used in different Christian festivals.</p> <p>Research how artists have used images to portray religious stories, beliefs and ideas.</p> <p>Evaluate how art is used differently in Christianity and Islam.</p> <p>Discuss how drama can be used as a way to reinforce religious beliefs and teachings.</p>
	<p>Islam</p>	<p>Islam</p> <p>Identifies The Quran as a religious text sacred to Muslims.</p> <p>Name a mosque as a Muslim place of worship.</p> <p>Become familiar with some traditional stories.</p>	<p>Islam</p> <p>Identify the significance of the Islamic New Year and compare to our own celebrations.</p> <p>Explain the importance of a key date in the Muslim calendar.</p> <p>Name the Prophet Muhamad and how he is celebrated.</p>	<p>Islam</p>	<p>Islam</p> <p>Investigate which countries around the world have the Islamic faith and where the most populated areas are.</p> <p>Research the Five Pillars of Islam.</p>	<p>Islam</p>	<p>Islam</p> <p>Consider why pictures and statues of religious figures are not acceptable to many Muslims.</p> <p>Explain the importance of calligraphy and arabesque art to Muslims.</p> <p>Explain the significance of the design of a prayer mat.</p>



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		<p>Name and explain how some special religious objects are used.</p> <p>Understand and compare special religious clothes and objects.</p> <p>Explain why Muslims may go on a pilgrimage.</p>	<p>Discuss and explain the importance of fasting.</p> <p>Explore how Muslims celebrate key dates.</p> <p>Discuss the Haji and why this is important.</p>		<p>Explore Muslim birth ceremonies and naming days.</p> <p>Explain why a naming ceremony is important and how different religious ceremonies compare and differ.</p> <p>Predict or explain what names represent.</p> <p>Research the four steps of marriage for Muslim people. The proposal, the Mahr (financial deal), the Nikah (written contract), and the Walima (sit-down dinner).</p> <p>Explain what happens at a Muslim funeral ceremony.</p> <p>Explain the importance of the Hajj.</p>		
		Hinduism	Hinduism	Hinduism	Hinduism	Hinduism	Hinduism
							<p>Recognise that Hindus believe in one God, but they believe that God can take many forms</p> <p>Become familiar with some traditional stories</p> <p>Explain what devotion means.</p> <p>Describe how Brahma, Vishnu and Shiva are connected to Brahman.</p> <p>Compare elements of Hinduism with their own belief.</p>



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							<p>Explore how Krishna is represented in Hindu stories.</p> <p>Discuss the themes and messages in the two Hindu stories Krishna the Butter Thief and Krishna and Sudama</p> <p>Explore Hindu teachings on success.</p> <p>Relate the messages taught in stories to their own live.</p> <p>Discuss what a life transformation might be.</p>
		Buddhism	Buddhism	Buddhism	Buddhism	Buddhism	Buddhism
		<p>Name a temple as a Buddhist place of worship.</p> <p>Explain how Buddhists believe that a pilgrimage itself is important and should be long and difficult.</p>				<p>Explain how many Buddhists there are in the world, and where and when it originated.</p> <p>Understands that Buddhism focuses on spiritual development.</p> <p>Understands that Buddhists aim to achieve enlightenment - a true understanding of life and themselves.</p> <p>Explain that Buddha is not worshipped as a god, but is a very important figure to Buddhists because he is the inspiration for finding enlightenment.</p> <p>Research the core teachings - the Three Universal Truths.</p> <p>Understand the concept of the Five Moral Precepts.</p>	



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						<p>Discuss their own opinions about what is right and wrong.</p> <p>Explain the Four Noble Truths.</p> <p>Explain the Eightfold Path.</p> <p>Compare and contrast Christianity's Ten Commandments with Buddhism's Eightfold Path.</p> <p>Explore the ideas of karma and rebirth.</p> <p>Understand that rebirth can also be referred to as reincarnation.</p> <p>Investigate ways of worship and symbolism in Buddhism.</p> <p>Describe the festival of Vesak.</p> <p>Discuss the ways in which Buddhist worship is similar or different to worship in other religions.</p>	
		Sikhism	Sikhism	Sikhism	Sikhism	Sikhism	Sikhism
						<p>Explore where and when Sikhism began.</p> <p>Describe some of the features of Sikh worship.</p> <p>Explain who the ten gurus were and what they taught people.</p> <p>Use meditation to focus on something they would like to improve about themselves.</p> <p>Explain what the Khalsa is and what it represents.</p>	



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						<p>Describe the Sikh naming ceremony.</p> <p>Describe the Amrit ceremony.</p> <p>Research the three different parts of sewa.</p> <p>Describe what the langar is and how the tradition of communal meals began.</p> <p>Explain what the langar shows about Sikh beliefs.</p>	
		Judaism	Judaism	Judaism	Judaism	Judaism	Judaism
		<p>Identifies The Torah as the first part of the bible texts sacred to Jews.</p> <p>Tell how the Torah is kept and used.</p> <p>Name a synagogue as a Jewish place of worship.</p> <p>Become familiar with some traditional stories</p> <p>Name and explain what special religious objects are used during Hanukkah</p> <p>Understand and compare special religious clothes and objects.</p>		<p>Describe some of the main features of Judaism.</p> <p>Describe some of the ways in which Passover is celebrated today.</p> <p>Identify symbols associated with Passover.</p> <p>Re-tell the story of the ten plagues of Egypt.</p> <p>Describe some of the main features of Sukkot celebrations.</p> <p>Retell the story of Esther.</p> <p>Know why Purim is a joyous and important festival for Jews.</p> <p>Describe some of the ways in which Purim is celebrated.</p> <p>Retell the main points in the story of the Maccabees.</p> <p>Describe some of the main features of the celebrations of Hanukkah.</p>			



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				<p>Explore the similarities and differences between Christmas and Hanukkah.</p> <p>Describe some of the ways in which Rosh Hashanah is celebrated.</p> <p>To explore what we can learn about Christian and Jewish beliefs in God from the story of the Israelites.</p>			
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Enrichment Days							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Day 1 Divali (Hinduism)	Ask questions about puzzling things in religious stories or in the natural world.	<i>Ask and respond imaginatively to puzzling questions, communicating their ideas.</i>		<i>Reflect on what it means to belong to a faith community, communicating their own and others' responses.</i>			
Knowledge	To know that different people share different ideas and beliefs. To know what people do to celebrate Divali.	To know that the religion of Hindus is Hinduism. To recognise the story of Rama and Sita To recognise that Divali is a Hindu festival. To know the symbol for Hinduism. To know the purpose of Rangoli patterns.	<i>Identify and suggest meanings for religious symbols and begin to use a range of religious words and phrases.</i>	<i>Consider the meaning of a range of forms of religious expression, understand why they are important in religion.</i>			
Day 2 Nativity (Christianity)	Recognise aspects of their own experiences and feelings in religious stories and celebrations	<i>Explore a range of religious stories and sacred writings and talk about their meanings.</i>		<i>Describe the key aspects of religions, especially the people, stories and traditions that influence their beliefs and values.</i>			
Knowledge	Know that Christmas celebrates the birth of Jesus Recognise the Nativity story Know the gifts the Three Kings bought for Jesus.	<i>Recognise that religious teachings and ideas make a difference to individuals, families and the local community.</i>	Know that Christmas is a Christian celebration. Know the Nativity story. Know how the Nativity story links to the celebration of Christmas. Know the importance of the gifts brought to Jesus Know the impact of Christmas in families and wider communities.	<i>Reflect on what it means to belong to a faith community, communicating their own and others' responses.</i>		Know the importance of Jesus in the Christian faith. Can retell the Nativity story and explain its meaning. Know that traditions are an important aspect of religion. Know the importance of belonging to a faith. Know that charities benefit for the 'giving' spirit of Christmas.	Know how Hindus express their faith. Confident in explaining the reason for Divali and how it is celebrated. Compare the festival to other religions who also celebrate with lights. Explore why faith is important in people's lives.
						Recognise what each part of the Nativity story represents. Know that non-religious people celebrate Christmas. Compare religious and non-religious Christmas traditions. Compare Christmas to other religious festivals. Know that the 'giving' aspect of Christmas can impact the wider community.	



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Day 3 Chinese New Year (Buddhism)	Say what matters or is of value to them and talk about how to care for and respect things that people value.	<i>Explore a range of religious stories and sacred writings, and talk about their meanings</i> <i>Identify what matters to them and others, including those with religious commitments, and communicate their responses</i>	<i>Describe the key aspects of religions, especially the people, stories and traditions that influence their beliefs and values.</i> <i>Reflect on sources of inspiration in their own and others' lives.</i>	
Knowledge	Know that different parts of the world celebrate different events. Know that gold and red are important 'lucky' colours. Know that the dragon is a popular image during this festival.	Know that Chinese New Year is celebrated at a different time of year to us. Become familiar with the story of the animal race. Know that good luck is an important part of the Chinese New Year celebration. Know that red envelopes of money are gifted to children.	Retell the story of the animal race and know that some of the animals are mythical. Begin to compare the festival of Chinese New Year to others I know e.g. Divali (lights, bright colours, tidying the house) Recognise the traditions of Chinese New Year.	Confidently compare this festival to others noting similarities and differences. Know that each tradition has meaning behind it. Link the traditions of good luck to our new year and the celebration of Divali.
Day 4 Passover (Judaism)	Recognise there are both similarities and differences between their own lives and those of other children, including those from religious backgrounds	<i>Reflect on and consider religious and spiritual feelings, experiences and concepts, such as worship, wonder, praise, thanks, concern, joy and sadness.</i>	<i>Respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways</i>	
Knowledge	Know that Jewish people believe in God. Know some of the plagues of Egypt. Know that the Jewish people escaped Egypt.	Know that Jewish people read the Torah. Know that story of Passover. Explain why Jewish people give thanks to God at this time of year. Know why the Jewish people were sad at the start of the story.	Know that Jewish and Christian people believe in God. Retell the story of Passover Talk about how the people of Egypt felt when the plagues were happening. Know that standing up to the Pharaoh was a brave thing to do. Know the meaning of the Seder plate in the Passover celebration.	Know that Christianity and Judaism share parts of the same Holy book – old testament Know the traditions Jewish people hold during Passover. Know the strength of the Jewish people's faith and how it saw them through a very challenging time. Relate this to my own life.
Day 5 Eid al-Fitr (Islam)	Say what matters or is of value to them and talk about how to care for and respect things that people value.	<i>Ask and respond imaginatively to puzzling questions, communicating their ideas</i> <i>Identify what matters to them and others, including those with religious commitments, and communicate their responses.</i>	<i>Reflect on what it means to belong to a faith community, communicating their own and others' responses.</i> <i>Respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways.</i>	
Knowledge	Know that Muslims fast in the month of Ramadan. Eid-al Fitr is the celebration that ends this month.	Know that Muslims read the Quran. Know that Islam is the faith of Muslims. Know that Muslims celebrate the end of Ramadan. Know how celebrations make people feel.	Recognise the five pillars of Islam. Know the meaning of Ramadan. Know why people belong to a faith community. Know how celebrating Eid-al Fitr makes Muslims feel. Compare to any sacrifices they have made.	Know the five pillars of Islam and that Ramadan focus's on the fasting element. Know that Ramadan takes will power and faith. Can compare this with something in their own lives. Recognise that faith gives Muslims strength. Know how and Muslims celebrate Eif-al Fitr. Compare sacrifices in their own lives.
Day 6 Christian Aid Week (PSHE/BV and RE link)	Talk about what concerns them about different ways of behaving e.g. being kind and helpful, being unfair or mean.	<i>Reflect on how spiritual and moral values relate to their own behaviour particularly those concerned with right and wrong, justice and injustice</i> <i>Recognise that religious teachings and ideas make a difference to individuals, families and the local community.</i>	<i>Reflect on ideas of right and wrong and their own and others' responses to them.</i> <i>Investigate the significance of religion in the local, national and global communities</i>	
Knowledge	Know why it is important to help others. Know what I can do to help someone in trouble.	Know that Christianity is the religion of Christians Know the story of the Good Samaritan Know that Christians help others in need. I can think of ways to help others Know the importance of giving to others	Know that Christian stories have a moral message. Know that the Good Samaritan story teaches kindness to all faiths. Know that Christians live their lives according to the rules in the Bible. Know the word charity and how it helps others.	Know that the story of Good Samaritan impacts the beliefs and choices of individuals. Know the wider impact of good deeds. Consider what religion can do, for good, in local communities as well as around the world. Know that the Bible preaches kindness. Know that it is not just Christians who believe in charitable giving.



Primary R.E. Progression Map