

## RE Progression Map

At Gayton Junior School, we plan using the 'Derbyshire and Derby City Agreed Syllabus for Religious Education'. Progression is ensured using the progression grid within the Agreed Syllabus. Our main feeder school, Ridgeway, also use the plans from the syllabus to ensure that there is a clear progression across key stages, in which children build upon their skills.

The overview on the following page is adapted from this. Certain topics are covered across 2 year groups (e.g. What does it mean to be a Hindu in Britain today?). This reinforces learning and aligns with one of our golden thread 'Teaching for Memory'. Each topic fits into a thread of learning, building upon previous learning from KS1. The thread of learning for each topic can be found on each individual plan.

*For example:*

*In KS1, children will complete the units 1.1-3 Who is Christian / Muslim / Jewish and what do they believe?*

*In Year 3, they will complete the unit L2.1 What do different people believe about God?*

*In Year 5, they will study U2.1 Why do some people believe God exists?*

*This will be built upon further during their secondary education, with a unit such as 3.2 Do we need to prove God's existence?*

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 3</b>	L2.8 What does it mean to be a Hindu in Britain today? (part 1)	L2.7 What does it mean to be a Christian in Britain today? (part 1)	L2.2 Why is the Bible so important for Christians today?	L2.5 Why are festivals important to religious communities? (part 1)	L2.1 What do different people believe about God?	L2.4 Why do people pray?
	Hindus	Christians	Christians	Christians	Christians, Hindus, Sikhs	Christians, Muslims
<b>Year 4</b>	L2.7 What does it mean to be a Christian in Britain today? (part 2)	L2.8 What does it mean to be a Hindu in Britain today? (part 2)	L2.5 Why are festivals important to religious communities? (part2)	L2.3 Why is Jesus inspiring to some people?	L2.9 What can we learn from religious about deciding what is right and wrong?	L2.6 Why do some people think that life is like a journey and what significant experiences mark this?
	Christians	Hindus	Christians, Hindus, Sikhs, Jewish people, Muslims	Christians	Christians, Jewish people, non-religious people (Humanist)	Hindus, Christians, Jewish people
<b>Year 5</b>	U2.1 Why do some people think God exists?	U2.6 What does it mean to be a Muslim in Britain today? (part 1)	U2.7 What matters most to Christians and Humanists?	US.2 What would Jesus do? (Can we live by the values of Jesus in the twenty-first century?)	U2.4 If God is everywhere, why go to a place of worship? <i>Possible visit to a place of worship.</i>	
	Christians, non-religious people (Humanist)	Muslims	Christians, Jewish people, non-religious people (Humanist)	Christians	Christians, Sikhs, Muslims, Hindus and Jewish people	
<b>Year 6</b>	U2.6 What does it mean to be a Muslim in Britain today? (part 2)	U2.8 What difference does it make to believe in Ahimsa, Grace, Sewa and Ummah?	U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity? <i>Whole class or project work recalling past study</i>	U2.3 What do religions say to us when life gets hard? <i>Whole class or project work recalling past study</i>		
	Muslims	Christians, Muslims, Sikhs and Hindus (recap)	Christians, Sikhs, Muslims and non-religious people (Humanist)	Christians, Hindus and non-religious responses		

The syllabus outlines the following expectations for Key Stage 1 and Key Stage 2:

Key Stage 1 Syllabus Expectations	Key Stage 2 Syllabus Expectations
<ul style="list-style-type: none"> <li>Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them;</li> <li>Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come;</li> <li>Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities;</li> <li>Ask and respond to questions about what communities do, and why, so that they can identify what difference belonging to a community might make;</li> <li>Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves;</li> <li>Notice and respond sensitively to some similarities between different religions and world views;</li> <li>Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry;</li> <li>Find out about and respond with ideas to examples of co-operation between people who are different;</li> <li>Find out about questions of right and wrong and begin to express their ideas and opinions in response.</li> </ul>	<ul style="list-style-type: none"> <li>Describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life in order to reflect thoughtfully on their ideas;</li> <li>Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities;</li> <li>Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning;</li> <li>Observe and understand varied examples of religions and world views so that they can explain, with reasons, their meanings and significance to individuals and communities;</li> <li>Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives;</li> <li>Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and world views;</li> <li>Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own thoughtfully in different forms including (e.g.) reasoning, music, art and poetry;</li> <li>Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect;</li> <li>Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.</li> </ul>

Within Key stage 2, the children at Gayton Junior School have the opportunity to build upon both their knowledge and skills within RE from KS1. There is a crossover with some objective aims over Lower KS2 and Upper KS2, however LKS1 focuses on describing, expressing and applying ideas while UKS2 move to explaining and investigating within each topic. Across both key stages, children will be encouraged to make connections across different topics, religions and worldviews.

Skills	Year 3 & 4	Year 5 & 6
Knowing about and understanding religions and worldviews	<p>Retell stories, suggesting meaning for sources of wisdom, festivals worship.</p> <p>Describe religions and worldviews, connecting ideas.</p> <p>Outline ideas and practises, linking different viewpoints.</p>	<p>Outline ideas and practises, linking different viewpoints.</p> <p>Explain the impact of and connections between ideas, practices and viewpoints.</p>
Expressing and communicating ideas related to religions and worldviews	<p>Ask questions and give opinions about religions, beliefs and ideas.</p> <p>Give thoughtful responses using different forms of expression in RE.</p> <p>Express ideas of their own thoughtfully in RE</p>	<p>Express ideas of their own thoughtfully in RE</p> <p>Explain diverse ideas and viewpoints clearly in various forms.</p>
Gaining and deploying the skills for studying religions and worldviews	<p>Consider and discuss questions, ideas and points of view.</p> <p>Apply ideas about religions and worldviews thoughtfully.</p>	<p>Apply ideas about religions and worldviews thoughtfully.</p> <p>Investigate and explain why religions and worldviews matter.</p>