

Whitegate Primary and Nursery School

Progression Map

RE



At Whitegate, we follow the guidance of the Discovery RE scheme of learning as we feel this allows our children to have exposure to the teachings of the major religions of the world in a manner that supports our curriculum intention of engagement, enlightenment and empowerment through its enquiry-based approach.

Children at Whitegate are engaged and intrigued by RE, showing understanding towards, and respectful of, the range of beliefs that others may hold. They ask questions and give reasons for their thoughts and opinions, engaging in meaningful and deep discourse. They are well educated in the beliefs and practises of a range of religions and are equipped to challenge stereotypes.

Year Group	Nursery	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Religions Studied			Christianity Judaism	Christianity Islam	Christianity Hinduism	Christianity Buddhism	Christianity Sikhism	Christianity Islam
Themes/Concepts covered	Christianity Judaism Hinduism Islam Sikhism Incarnation Salvation	Christianity Judaism Hinduism Islam Sikhism Incarnation Salvation	The Creation Story. God/Creation. The Christmas Story. Incarnation. Jesus as a friend. Easter. Palm Sunday. Salvation. Shabbat. Rosh Hashanah and Yom Kippur.	What did Jesus teach? Gospel. Christmas. Jesus as a gift from God. Incarnation. Easter. Resurrection. Salvation. Community and belonging. Hajj.	Diwali. Christmas. Incarnation. Jesus' miracles. Forgiveness. Salvation. New Covenant. Hindu beliefs. Pilgrimages to the River Ganges.	Beliefs and practises. The life of the Buddha. Christmas. Incarnation. Buddha's teachings. Easter. Salvation. Prayer and worship.	Belief into action. Christmas. Incarnation. Beliefs and moral values. Easter. Salvation. Prayer and worship. Beliefs and practises. Gospel.	Beliefs and practises. Christmas. Incarnation. Belief and meaning. Salvation. Easter. Gospel. Beliefs and moral values.

Colour coding of the EXS Child Friendly Objectives:

Green Descriptors	Blue Descriptors	Red Descriptors
Personal resonance with or reflection on the concept/belief underlying the subject matter of the enquiry and the child's own thoughts, opinions, belief, empathy.	Knowledge and understanding of the subject matter of the enquiry (subject knowledge)	Skills of evaluation and critical thinking in relation to the big enquiry question.

Nursery

	Theme	Key Question	Religion	Christian Concept
Autumn1	Special People	What makes people special?	Christianity, Judaism	-
Autumn 2	Christmas	What is Christmas?	Christianity	Incarnation
Spring 1	Celebrations	How do people celebrate?	Hinduism	-
Spring 2	Easter	What is Easter?	Christianity	Salvation
Summer 1	Story Time	What can we learn from stories?	Christianity, Islam, Hinduism, Sikhism	-
Summer 2	Special Places	What makes places special?	Christianity, Islam, Judaism	-

Early Learning Goals Met (30-50 months)

Self-confidence and self-awareness	People and Communities
Children are confident to talk to other children and will communicate freely about own home and community. They show confidence in asking others for help.	Children show interest in the lives of those who are familiar to them, they recognise and describe special times or events for family or friends and show interest in different occupations and ways of life.

Foundation 2

	Theme	Key Question	Religion	Christian Concept
Autumn1	Special People	What makes people special?	Christianity, Judaism	-
Autumn 2	Christmas.	What is Christmas?	Christianity	Incarnation
Spring 1	Celebrations	How do people celebrate?	Hinduism	-
Spring 2	Easter	What is Easter?	Christianity	Salvation
Summer 1	Story Time	What can we learn from stories?	Christianity, Hinduism, Islam, Sikhism	-
Summer 2	Special Places	What makes places special?	Christianity, Islam, Judaism	-

Early Learning Goals Met

Self-confidence and self-awareness	Understanding	Listening and Attention	People and Communities
Children are confident to speak in a familiar group, will talk about their ideas and will choose the resources they need for their chosen activities.	Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.	Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately.	Children know that other children don't always enjoy the same things and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

Year 1

	Enquiry Question	Overall Learning Outcomes	EXS Child Friendly Objectives
Autumn 1 Christianity	Does God want Christians to look after the world? Does the world belong to God? Should people take care of the world?	To retell the Christian creation story and to explore how this influences how Christians behave towards nature and the environment.	<ul style="list-style-type: none"> I can say how it felt to make something. I can remember the Christian Creation story and talk about it. I can express an opinion about the Christian belief about creation.
Autumn 2 Christianity	What gifts might Christians in my town have given Jesus if He had been born here rather than Bethlehem? What can I learn from stories from religious traditions? Are symbols better than words at expressing religious beliefs?	To reflect on the Christmas story and decide what gifts would be meaningful for Jesus.	<ul style="list-style-type: none"> I can talk about a gift that is special to me. I can remember some of the Christmas story. I can suggest a gift I would give to Jesus.
Spring 1 Christianity	Was it always easy for Jesus to show friendship? What can I learn from religious traditions? Should people follow religious leaders and teachings?	To identify when it is easy and difficult to show friendship and explore when Jesus may have found it difficult.	<ul style="list-style-type: none"> I can talk about my friends and why I like them. I can remember a story about Jesus showing friendship and talk about it. I can say how Jesus tried to be a good friend.
Spring 2 Christianity	Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? Should people follow religious leaders and teachings? Are symbols better than words at expressing religious beliefs?	To know that Jesus is special to Christians and how His welcome on Palm Sunday shows this.	<ul style="list-style-type: none"> I can talk about a person I admire. I can recall parts of the Easter story. I can recognise some symbols in the story. I can start to show understanding that Jesus is special to Christians and say why.
Summer 1 Judaism	Is Shabbat important to Jewish children? Are religious celebrations important to people?	To empathise with Jewish children by understanding what they do during Shabbat and why it is important to them.	<ul style="list-style-type: none"> I can tell you which is my favourite day of the week and talk about food I would like to share in a special meal. I can use the right names for things that are special to Jewish people during Shabbat and explain why. I can start to make a connection between being Jewish and decisions about behaviour.
Summer 2 Judaism	Are Rosh Hashanah and Yom Kippur important to Jewish children? Are religious celebrations important to people? Are symbols better than words at expressing religious beliefs?	To empathise with Jewish children by understanding what Rosh Hashanah and Yom Kippur mean to them.	<ul style="list-style-type: none"> I can say how it feels to say sorry and what I have said sorry for. I can tell you something that either Rosh Hashanah or Yom Kippur is about. I can choose a picture and give my thinking on why this might be important to Jewish children at Rosh Hashanah or Yom Kippur.

Year 2

	Enquiry Question	Overall Learning Outcomes	EXS Child Friendly Objectives
Autumn 1 Christianity	Is it possible to be kind to everyone all of the time? What can I learn from stories from religious traditions? Should people follow religious leaders and teachings?	To retell bible stories that show kindness and to explore how this makes Christians behave towards other people.	<ul style="list-style-type: none"> ● I can tell you when I have been kind to others even when it was difficult. ● I can retell a story Jesus told about being kind or give an example of when Jesus showed kindness. ● I can say if I think Christians should be kind and give a reason.
Autumn 2 Christianity	Why do Christians believe God gave Jesus to the world? Is God important to everyone?	To reflect on the Christmas story and the reasons for Jesus' birth.	<ul style="list-style-type: none"> ● I can say how I could help solve a problem by showing love. ● I can remember the Christmas story and start of explain that Christians believe Jesus was a gift from God. ● I can tell you why Christians think God gave Jesus to the world.
Spring 1 Islam	Does praying at regular intervals help a Muslim in his/her everyday life? Who do I believe I am? Does it feel special to belong?	To explain what commitments means to us and to Muslims by knowing about how Muslims pray 5 times a day.	<ul style="list-style-type: none"> ● I can explain how it felt to have to stop doing something to reach the target we had set. ● I can use the right words to describe how Muslims pray and begin to explain why they do this. ● I can start to think through how praying 5 times a day might help in some ways more than others.
Spring 2 Christianity	How important is it to Christians that Jesus came back to life after His crucifixion? Is God important to everyone? Are symbols better than words at expressing religious beliefs?	To re-tell the Easter story and understand what Jesus' resurrection means for Christians.	<ul style="list-style-type: none"> ● I can say what I believe happens to you when you die and tell you how I remember people close to me. ● I can recall what Christians believe happened on Easter Sunday. ● I can start to suggest a different explanation as to what happened to Jesus after the empty tomb and offer my opinion.
Summer 1 Islam	Does going to a mosque give Muslims a sense of belonging? Does it feel special to belong? Who do I believe I am?	To understand why Muslims visit the mosque and to explore whether this gives them a sense of belonging.	<ul style="list-style-type: none"> ● I can understand how meeting in a certain place could make me feel like I belong. ● I can explain what happens when Muslims pray alone or at the mosque. ● I can talk about how Muslims feel a sense of belonging when they are with other Muslims or when they pray on their own and say why this might be.
Summer 2 Islam	Does completing Hajj make a person a better Muslim? Does it feel special to belong? Is God important to everyone?	To understand what happens during Hajj and to explore the importance of this to Muslims.	<ul style="list-style-type: none"> ● I can tell you about a special journey and why it was special to me. ● I can remember some of the events that happen during Hajj and start to explain why these are important to Muslims. ● I can start to think about the significance of Hajj to a Muslim.

Year 3

	Enquiry Question	Overall Learning Outcomes	EXS Child Friendly Objectives
Autumn 1 Hinduism	<p>Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child?</p> <p>Does participating in worship help people to feel closer to God or their faith community?</p>	To investigate what happens during the festival of Diwali and whether the celebrations bring a sense of belonging to Hindus.	<ul style="list-style-type: none"> I can tell you three important actions I could take to support a group I belong to. I can discuss my understanding of my group's symbol. I can describe some of the ways Hindus celebrate Diwali and start to explain how I think Hindu children might feel at Diwali. I can start to say why Diwali might bring a sense of belonging to Hindus.
Autumn 2 Christianity	<p>Has Christmas lost its true meaning?</p> <p>Do sacred texts have to be 'true' to help people understand their religion? Is religion the most important influence and inspiration in everyone's life?</p>	To find out what the true meaning of Christmas is to Christians and compare this with what Christmas means to us.	<ul style="list-style-type: none"> I can explain what Christmas means to me and talk about whether this involves giving and receiving gifts. I can start to explain the Christian belief that Jesus was God in human form and why God have him to the world. I can start to tell you what Christmas means to Christians and what it means to me.
Spring 1 Christianity	<p>Could Jesus heal people?</p> <p>Were these miracles or is there some other explanation? Do sacred texts have to be 'true' to help people understand their religion? Is religion the most important influence and inspiration in everyone's life?</p>	To retell Bible stories when miracles have happened and question whether Jesus really did perform miracles.	<ul style="list-style-type: none"> I can talk about some of the things in the world that people think of as miracles and begin to tell you about a miracle I would like to see happen today. I can explain one Christian viewpoint about one of Jesus' healing miracles. I can start to say whether I believe Jesus actually healed people or not.
Spring 2 Christianity	<p>What is good about Good Friday?</p> <p>Should religious people be sad when someone dies? Do sacred texts have to be 'true' to help people understand their religion? Can the arts help communicate religious beliefs?</p>	To recall key events in the Easter story and understand why Jesus' crucifixion symbolises hope for Christians.	<ul style="list-style-type: none"> I can suggest how a person may rescue/help others who are in difficult situations. I can start to tell you why Christians believe Jesus' death is important. I can start to reflect on whether I agree with Christian belief about Jesus' death.
Summer 1 Hinduism	<p>How can Brahman be everywhere and in everything?</p> <p>Do sacred texts have to be 'true' to help people understand their religion? Can the arts help communicate religious beliefs?</p>	To understand the Hindu belief that there is one God with many different aspects.	<ul style="list-style-type: none"> I can explain some of the different roles I play whilst still being me. I can describe what a Hindu might believe about one of the Hindu gods and start to understand that Brahman is in everything. I can recognise what I think about some Hindu beliefs about Brahman and gods, showing respect to Hindus.
Summer 2 Hinduism	<p>Would visit the River Ganges feel special to a non-Hindu?</p> <p>Do religious people live better lives? Is religion the most important influence and inspiration in everyone's life?</p>	To understand the significance of the River Ganges both for a Hindu and a non-Hindu.	<ul style="list-style-type: none"> I can explain why water is important. I can describe a Hindu ritual that happens at/in the River Ganges and explain why this is important and significant to the Hindus taking part in it. I can empathise with the special feelings a Hindu might experience when taking part in a ritual at the River Ganges.

Year 4

	Enquiry Question	Overall Learning Outcomes	EXS Child Friendly Objectives
Autumn 1 Buddhism	<p style="text-align: center;">Is it possible for everyone to be happy? Do religious people lead better lives? Do all religious beliefs influence people to behave well towards others? Is religion the most important influence and inspiration in everyone's life?</p>	To understand about the life of the Buddha and explore how to tried to be happy and stay happy.	<ul style="list-style-type: none"> • I can start to show an understanding of why people think it is difficult to be happy all the time. • I can tell you some of the things Siddhattha did to try to be happy and explain why I think they didn't work for him. • I can begin to show an understanding of what being happy means to Buddhists.
Autumn 2 Christianity	<p style="text-align: center;">What is the most significant part of the Nativity story for Christians today? Do sacred texts have to be 'true' to help people understand their religion? Can the arts help to communicate religious beliefs?</p>	To understand the symbolism in the Christmas story and think about what the different parts mean to Christians today.	<ul style="list-style-type: none"> • I can design a symbolic object to show the significance of Christmas or the Christmas holiday to me. • I can describe one thing a Christian might learn about Jesus from a Christmas symbol. • I can ask questions about what Christmas means to Christians and compare this with what it means to me.
Spring 1 Buddhism	<p style="text-align: center;">Could the Buddha's teachings make the world a better place? Do religious people lead better lives? Do all religious beliefs influence people to behave well towards others?</p>	To understand about the teachings of the Buddha and explore what he taught about change.	<ul style="list-style-type: none"> • I can suggest why there may be problems in the world and how people could help solve them. • I can recall one of the Buddha's stories and start to explain what the Buddha was teaching through it. • I can give an example of how Buddhists could learn from this and put the teaching into practise to make the world a better place.
Spring 2 Christianity	<p style="text-align: center;">Is forgiveness always possible for Christians? Do religious people lead better lives? Do all religious beliefs influence people to behave well towards others?</p>	To understand how Jesus' life, death and resurrection teaches Christians about forgiveness.	<ul style="list-style-type: none"> • I can talk about what sort of help I might need to show forgiveness. • I can describe what a Christian might learn about forgiveness from a Biblical text. • I can show an understanding of how Christians believe God can help them show forgiveness.
Summer 1 Buddhism	<p style="text-align: center;">What is the best way for a Buddhist to lead a good life? Do religious people lead better lives? Do all religious beliefs influence people to behave well towards others?</p>	How Buddha's teachings make a different to how Buddhists choose to live.	<ul style="list-style-type: none"> • I can describe one of my 'good' choices and the consequence of it. I can also explain the consequence of making a different choice. • I can describe how aspects of the 8-fold path would help Buddhists know how to live good lives. • I can start to tell you why some aspects of the 8-fold path might be hard for some Buddhists to stick to.
Summer 2 Christianity	<p style="text-align: center;">Do people need to go to church to show they are Christians? Do religious people lead better lives? Does participating in worship help people to feel close to God or their faith community?</p>	To understand how important going to church is to show someone is a Christian.	<ul style="list-style-type: none"> • I can explain some of the feelings my special place gives me and suggest why that is. • I can describe some of the ways Christians use churches to worship/celebrate Holy Communion or participate in baptism. • I can start to understand the impact a Christian's special place has on him/her.

Year 5

	Enquiry Question	Overall Learning Outcomes	EXS Child Friendly Objectives
Autumn 1 Sikhism	<p>How far would a Sikh go for his/her religion? Do religious people lead better lives? Is religion the most important influence and inspiration in everyone's life?</p>	To compare the different ways Sikhs put their religion into practice.	<ul style="list-style-type: none"> I can identify the different levels of commitment I show to different things and explain these priorities. I can make links between how Sikhs practise their religion and the beliefs that underpin this. I can respectfully ask questions about some of the ways Sikhs choose to behave and the levels of commitment they show.
Autumn 2 Christianity	<p>Is the Christmas story true? Do sacred texts have to be 'true' to help people understand their religion?</p>	To evaluate different accounts of the Christmas story and understand that stories can be true in different ways.	<ul style="list-style-type: none"> I can start to explain how 'true' could mean different things to different people and how stories can be 'true' in different ways. I can start to explain the Christian belief that Jesus was the incarnation of God. I can start to express an opinion on whether the Christmas story is true and what this might mean to Christmas.
Spring 1 Sikhism	<p>Are Sikh stories important today? Do sacred texts have to be 'true' to help people understand their religion? Is religion the most important influence and inspiration in everyone's life?</p>	To understand the relevance of Sikh stories today.	<ul style="list-style-type: none"> I can explain how some stories can teach people about what is important and how to behave. I can recognise that stories can be an important way of expressing belief and meaning and can explain the relevance of Sikh story. I can explain how some stories can teach Sikhs about what is important in life and relate this to non-Sikhs.
Spring 2 Christianity	<p>How significant is it for Christians to believe God intended Jesus to die? Do sacred texts have to be 'true' to help people understand their religion?</p>	To question whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week.	<ul style="list-style-type: none"> I can give an example of someone with a strong sense of purpose for their life and give my opinions on this. I can start to explain whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week. I can start to express my opinion about Jesus' crucifixion being his destiny/purpose.
Summer 1 Sikhism	<p>What is the best way for a Sikh to show commitment to God? Do all religious beliefs influence people to behave well towards others? Does participating in worship help people to feel closer to God or their faith community?</p>	To understand how Sikhs show their commitment to God and to evaluate if there is a best way.	<ul style="list-style-type: none"> I can show an understanding of why people show commitment in different ways. I can describe how different practises enable Sikhs to show their commitment to God and understand that some of these will be more significant to some Sikhs than others. I can start to express what I think about the best way a Sikh could show commitment to God.
Summer 2 Christianity	<p>What is the best way for a Christian to show commitment to God? Do religious people lead better lives? Does participating in worship help people to feel closer to God or their faith community?</p>	To understand how Christians show their commitment to God and to evaluate if there is a best way.	<ul style="list-style-type: none"> I can show an understanding of why people show commitment in different ways. I can describe how different practises enable Christians to show their commitment to God and understand that some of these will be more significant to some Christians than others. I can explain why I think some ways of showing commitment to God would be better than others for Christians.

Year 6

	Enquiry Question	Overall Learning Outcomes	EXS Child Friendly Objectives
Autumn 1 Islam	<p>What is the best way for a Muslim to show commitment to God?</p> <p>Do religious people lead better lives? Do all religious beliefs influence people to behave well towards others?</p>	<p>To understand some of the ways Muslims show commitment to God and to evaluate whether there is a best way.</p>	<ul style="list-style-type: none"> I can show an understanding of why people show commitment in different ways. I can describe how different practises enable Muslims to show their commitment to God and understand that some of these will be more significant to some Muslims than others. I can think of some ways of showing commitment to God that would be better than others for Muslims.
Autumn 2 Christianity	<p>Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?</p> <p>Do sacred texts have to be 'true' to help people understand their religion?</p>	<p>To evaluate different Christmas traditions and celebrations in the light of their reference and relevance to Christian beliefs in Jesus.</p>	<ul style="list-style-type: none"> I can start to explain how some of the ways I choose to celebrate are directly linked to the event I am celebrating and how other ways are not. I can describe some of the ways that Christians would celebrate Christmas and start to understand which of these would help them understand who Jesus was and why he was born. I can explain that people may celebrate Christmas in different ways and say whether or not I feel this relates to Jesus.
Spring 1 Christianity	<p>Is anything ever eternal?</p> <p>Should religious people be sad when someone dies? How well do funeral and mourning rituals tell you about what a religion believes and about what happens after death?</p>	<p>To evaluate different beliefs about eternity and to understand the Christian perspective on this.</p>	<ul style="list-style-type: none"> I can express the feelings I have when I think about situations or things I would like to last forever. I can make links between different Christian beliefs and their views on whether anything is ever eternal. I can reflect on my own beliefs about whether anything is eternal.
Spring 2 Christianity	<p>Is Christianity still a strong religion 2000 years after Jesus was on Earth?</p> <p>Do sacred texts have to be 'true' to help people understand their religion? Does participating in worship help people to feel closer to God or their faith community? Is religion the most importance influence and inspiration in everyone's life?</p>	<p>To examine the influences Christianity still has in the world and evaluate whether it is still a strong religion.</p>	<ul style="list-style-type: none"> I can explain how the influence people have had on me has affected what I see as important. I can explain how one of the reasons people use to suggest that Christianity is a strong religion today can be counteracted. I can give my opinion as to whether Christianity is a strong religion now and say why I think this.
Summer 1&2 Islam	<p>Does belief in Akhirah (life after death) help Muslims lead good lives?</p> <p>Should religious people be sad when someone dies? Do religious people lead better lives? Do all religious beliefs influence people to behave well towards others?</p>	<p>To identify ways in which Muslims try to lead good lives and how their belief in Akhirah influences this.</p> <p>To challenge stereotyping through understanding different Muslim interpretations of Jihad and how this links to getting to heaven.</p>	<ul style="list-style-type: none"> I can give examples of times my choices have been influenced and may have changed when I considered the consequences that might follow. I can give examples of times when I misinterpreted something. I can explain how believing in Akhirah influences Muslims to do their best to lead good lives. I can explain two different Muslim interpretations of Jihad. I can recognise what motivates or influences me to lead a good life and compare it with what motivates and influences Muslims.