



Progression Map  
Religious Education

	Knowledge and Meaning	Sacrifice	Human Context
EYFS	<ul style="list-style-type: none"> <li>• People have senses</li> <li>• People must decide what is right and wrong</li> </ul>	<ul style="list-style-type: none"> <li>• There are lots of people who help us</li> </ul>	<ul style="list-style-type: none"> <li>• People have differences and similarities expressed through clothes, food, celebrations and special objects</li> <li>• People can be different but still belong</li> </ul>
Y1	<ul style="list-style-type: none"> <li>• Stories from sacred texts teach people how to behave</li> <li>• Stories help some people understand the world</li> <li>• Some people ask big questions and try to answer them using reason</li> </ul>	<ul style="list-style-type: none"> <li>• Christians believe Jesus was a special baby, the incarnation of God, a saviour</li> <li>• In Genesis humanity was divided from God by Adam &amp; Eve's disobedience</li> </ul>	<ul style="list-style-type: none"> <li>• People show they belong through special objects, buildings, worship, celebrations and rites of passage</li> <li>• People show their beliefs on their own and in groups</li> </ul> <p><b>Person, Time &amp; Place:</b> Jesus (Jewish), about 2000 years ago, Judea (Israel)</p>
Y2	<ul style="list-style-type: none"> <li>• Stories from sacred texts teach people about right and wrong</li> <li>• Concepts such as freedom are hard to define but have huge human significance</li> <li>• People use their senses to try to understand the world</li> </ul>	<ul style="list-style-type: none"> <li>• Christians believe Jesus sacrificed his life to save the people he loved</li> </ul>	<ul style="list-style-type: none"> <li>• People express their beliefs through special objects, buildings, worship, celebration and rites of passage</li> <li>• Different groups express their beliefs in different ways</li> </ul> <p><b>Person, Time &amp; Place:</b> Moses (Hebrew), about 3400 years ago, Egypt</p>
Y3	<ul style="list-style-type: none"> <li>• Teachings from sacred texts help some people make moral decisions</li> <li>• Ideas of 'morality' and responsibility are complex</li> <li>• Ideas about what is true can be critically examined using logic and reasoned argument</li> </ul>	<ul style="list-style-type: none"> <li>• Christians believe Jesus was a person of the Trinity, God in human form, sent to guide and save God's people</li> <li>• In Islam, submission to the will of Allah can involve commitments of time, money and effort</li> </ul>	<ul style="list-style-type: none"> <li>• Individual expression of belief can impact everyday life, this can show diversity within as well as between worldviews</li> <li>• Some people express religious symbolism through creative arts, others don't</li> </ul> <p><b>Person, Time &amp; Place:</b> Muhammad (Muslim), about 1400 years ago, Mecca (Saudi Arabia)</p>
Y4	<ul style="list-style-type: none"> <li>• People can interpret Truth in different ways (Plato's cave), humans are limited by experience</li> <li>• Teachings from sacred texts can inspire people's actions, e.g. sacrifice, charity and service</li> <li>• Most human beings have a sense of moral justice</li> </ul>	<ul style="list-style-type: none"> <li>• Historically, the Abrahamic faiths required sacrifice of animals to honour God. Abraham was honoured by God for his willingness to sacrifice his son on God's command</li> <li>• Christians believe Jesus was the Ultimate Sacrifice, bringing people back to God's presence</li> <li>• In Islam and Christianity, personal self-sacrifice in the form of action and charity is important</li> </ul>	<ul style="list-style-type: none"> <li>• Expression of belief can be seen locally, nationally and internationally (local focus – places of worship or contribution to local community)</li> <li>• Events in history and human conflict have impacted (Islamic) diversity</li> </ul> <p><b>Person, Time &amp; Place:</b> Dr Hany El-Banna (Muslim), 1980s, Birmingham</p> <p><b>Person, Time &amp; Place:</b></p>



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			Edith Cavell (Christian), 1865-1915 AD, England & Belgium
Y5	<ul style="list-style-type: none"> <li>Many human beings see they have responsibilities to others and the world</li> <li>Buddhist Dharma seeks to end suffering through reaching enlightenment</li> <li>Evidence for God's existence is contested but still sought</li> </ul>	<ul style="list-style-type: none"> <li>In Hindu Dharma, fulfilling your duty may involve personal sacrifice</li> <li>Christians believe Jesus fulfilled the prophecies of the Old Testament of the coming of a Messiah, a Saviour</li> </ul>	<ul style="list-style-type: none"> <li>Events in history in different places have impacted (Christian) diversity</li> <li>Religious worldviews have significant impact on arts and culture</li> </ul> <p><b>Person, Time &amp; Place:</b> Siddhartha Gautama (The Buddha), about 2500 years ago, Northern India</p> <p><b>Person, Time &amp; Place:</b> George Frederick Handel (German), 1685-1759 AD, UK</p>
Y6	<ul style="list-style-type: none"> <li>Different belief systems influence ideas of life's meaning and purpose</li> <li>Philosophers cannot prove what happens after we die so seek explanations, some of which consider body and soul as separate</li> <li>Ideas of what happens after we die give meaning to human action on Earth</li> </ul>	<ul style="list-style-type: none"> <li>In Christianity, belief in Jesus' death and resurrection is important as it brings people to salvation</li> <li>In many worldviews, personal self-sacrifices or living a good life have beneficial, future consequences</li> </ul>	<ul style="list-style-type: none"> <li>Diversity within groups leads to diversity of expression (local, national, Global)</li> <li>Places and celebrations have significance to individuals and communities (in Hindu Dharma)</li> </ul> <p><b>Person, Time &amp; Place:</b> Diverse philosophers through time</p>
KS3	Pupils can explain their own views and the views from religions they have studied about philosophical and religious questions to do with God, humanity and the meanings of life	Pupils explain the impact of the lives of inspiring religious figures, and account for the impact of their own 'heroes' on their thinking and behaviour	Pupils explain connections between beliefs and values, giving their own thoughtful ideas about what is good and evil in the light of belief in various ways