

Dovecote Primary Religious Education Progression Map

Substantive Knowledge, Procedural Knowledge, **Key Vocabulary**.



EYFS	Nursery	Reception
See long term overview (PSHE, JIGSAW + P&C) for: Substantive knowledge Procedural Knowledge Key Vocab	<ul style="list-style-type: none"> Develop positive attitudes about the differences between people 	<ul style="list-style-type: none"> Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Theme	1.1 Celebrations and Festivals C, J 1.2 Myself and caring for others C, J, WV 1.3 Beliefs and teachings C 1.4 Symbols in religious worship and practice C, J	2.1 Leaders C, J, WV 2.2 Believing J 2.3 Belonging C 2.4 Story C, J	3.1 Beliefs and questions C 3.2 Religion, family and community: Prayer C, I 3.3 Worship and Sacred places I, C, H 3.4 Inspirational people from the past C, M, J, WV	4.1 The journey of life and death C, H, I 4.2 Symbols and religious expression I, C, H, WV 4.3 Spiritual expression C, WV 4.4 Religion, family, community, worship, celebration, ways of living H	5.1 Inspirational people in today's world I, C, H, WV 5.2 Religion and the individual: what matters to Christians? C 5.3 Beliefs and questions I, H, WV 5.4 Beliefs in action in the world C, I, H, WV	6.1 Wisdom & Authority J, I, C 6.2 Family and community 6.3 Beliefs in action in the world (social justice) H, I, C 6.4 Beliefs in action in the world (kindertransport) J
Know about and Understand	<ul style="list-style-type: none"> Recall, name and talk about materials in RE Re-tell stories, suggesting meanings for sources of wisdom, festivals, worship Describe religions and world views, 		<ul style="list-style-type: none"> Re-tell stories, suggesting meanings for sources of wisdom, festivals, worship Describe religions and world views, connecting ideas Understand ideas and practises, linking different viewpoints Explain the impact of and connections between ideas, practises, viewpoints 			

	connecting ideas					
Express and Communicate	<ul style="list-style-type: none"> Observe, notice and recognise materials in RE Ask questions and give opinions about religions, beliefs and ideas Give thoughtful responses using different forms of expression in RE 		<ul style="list-style-type: none"> Ask questions and give opinions about religions, beliefs and ideas Give thoughtful responses using different forms of expression in RE Express ideas of their own thoughtfully in RE Explain diverse ideas and viewpoints clearly in different forms 			
Gain and Deploy RE skills	<ul style="list-style-type: none"> Notice and find out about the religions and world views Collect, use and respond to ideas in RE Consider and discuss questions, ideas and points of view 		<ul style="list-style-type: none"> Collect, use and respond to ideas in RE Consider and discuss questions, ideas and points of view Apply ideas and religions and worldviews thoughtfully Investigate and explain why religions and worldviews matter 			
Substantive knowledge	<p>Unit 1.1 To know that Christmas and Easter are Christian celebrations.</p> <p>To know that Shabbat and Hanukkah are Jewish celebrations.</p> <p>To know why a festival is celebrated.</p> <p>To know that songs, worship, food, artefacts and stories linked to these celebrations.</p> <p>Unit 1.1 I can re-tell a story, remembering the key events and characters.</p> <p>I can identify some songs, worship, food, artefacts and stories linked to these celebrations: C: <i>Christmas, Easter; J: Hanukkah, Shabbat</i></p> <p>I can explain why I think an artefact, symbol or</p>	<p>Unit 2.1 To know Moses was a key leader in Jewish and Christian faith.</p> <p>To know who the monarch and prime minister of the UK are.</p> <p>To know the characteristics of a good leader.</p> <p>Unit 2.1 I can identify the characteristics of these leaders and why that makes them a good leader.</p> <p>I can identify other people that share these leadership characteristics.</p> <p>Religion, Christian, Jewish, Torah, Bible, wise sayings, rules for living, co-operation.</p> <p>Unit 2.2 To know that <i>God the</i></p>	<p>Unit 3.1 To know what Pentecost and Harvest are.</p> <p>To know what the Fruits of the Spirit are.</p> <p>To know three different creation stories (Genesis 1,2; aboriginal, Islam)</p> <p>Unit 3.1 I can describe what Christians do at Easter, Christmas, Pentecost and Harvest.</p> <p>I can name some fruits of the spirit and how they can be expressed in the community.</p> <p>I can list similarities between four different Christian festivals.</p> <p>I can explain my own ideas the Creation of the world and life on it.</p> <p>Religion, Christian,</p>	<p>Unit 4.1 To know the key stages in the life journey of Christians, Muslims, Hindus and Humanism.</p> <p>To know what the beliefs about life after death are for Christians, Muslims, Hindus and Humanism.</p> <p>Unit 4.1 I can describe four different beliefs about life after death.</p> <p>I can express my own views about life after death and the reasons behind them.</p> <p>I can explain differences between Hindu, Christian, Muslim and Humanist ideas about the purposes of life and life after death.</p> <p>Muslim, Christian, Hindu, Humanist, beliefs, destiny, worship, ritual, soul, spiritual, commitment,</p>	<p>Unit 5.1 To know why Martin Luther King (BLM link), William Booth (Sneinton/Salvation army), Paul Stephenson (Bristol boycott BLM), St Teresa/Mary Seole are significant leaders and how they have contributed to modern life.</p> <p>To know why Zara Mohammed (I). Justin Welby (C), are significant religious leaders and how they have contributed to modern life.</p> <p>Unit 5.1 I can use research skills to deepen my understanding of these leaders.</p> <p>I can explain how a person's religious values influenced their decision making.</p>	<p>Unit 6.1 To know some religious texts are sources of wisdom and prayer</p> <p>To know two texts from Judaism (Shema and 10 commandments), Islam (1st Surah and the 99 verses) and Christianity (1 The Lord's Prayer and Corinthians 13)</p> <p>Unit 6.1 I can study religious texts and understand the key meanings of them.</p> <p>I can study prayers and explain how they impact people's daily lives (routines, internalisation, focus, connection and worship).</p> <p>I can find similarities</p>

<p>Procedural Knowledge</p>	<p>religious practice is important in this faith celebration/religion.</p> <p>Celebration, festival, religion, Christian, Jewish, Christmas, Easter, Hanukkah, Pesach, synagogue, church, Jesus.</p> <p>Unit 1.2 To know the meaning of 'unique'.</p> <p>To know characteristics that are linked to caring for others.</p> <p>To know there are examples of individuals caring for others in Jewish and Christian texts.</p> <p>Unit 1.2 I can explain why I am unique in my family and community.</p> <p>I can identify characteristics such as goodness, kindness, generosity and sharing in stories from a religion C: <i>The Lost Sheep; J: Psalm 23</i></p> <p>Unique, Christian, Jewish, Hummanist, synagogue, church, symbol, God.</p> <p>Unit 1.3 To know Jesus told stories to teach people.</p> <p>To know Christians believe Jesus was 'God on</p>	<p><i>creator, Almighty and Eternal</i> are key words from the Jewish creation story.</p> <p>To know why Shabbat is important in Judaism.</p> <p>To know a Rabbi is a leader in the Jewish faith.</p> <p>Unit 2.2 I can re-tell a story, remembering the key events and characters.</p> <p>I can give my opinion about the meaning of the story.</p> <p>I can ask questions about G-d.</p> <p>I can express my own ideas about G-d.</p> <p>Jewish, Judaism, synagogue, symbol, ark, Torah, Bimah, Shabbat, creation, worship, holiness, sacred.</p> <p>Unit 2.3 To know what a baptism is.</p> <p>To know what a community is.</p> <p>To know the 'Golden Rule' means 'do to others as you would like them to do to you'.</p> <p>Unit 2.3</p>	<p>spiritual, Christmas, Easter, Pentecost, Harvest Festival, commitment, values</p> <p>Unit 3.2 I know that prayer is a connection with God.</p> <p>I know how Muslims and Christians pray.</p> <p>Unit 3.2 I can ask questions and reflect to deepen my understanding of prayer.</p> <p>I can list similarities and differences between Christian and Islamic prayer.</p> <p>Muslim, Islam, mosque, Qur'an, Prophet, Christian, spiritual, ritual, liturgy, prayer, mosque, church, commitment, values.</p> <p>Unit 3.3 I know that a mosque, church and mandir are places of worship.</p> <p>I know what features of the building are connected with places of worship.</p> <p>I know how the building features are associated with belief structures. E.g minaret in mosque.</p> <p>Unit 3.3 I can ask questions and</p>	<p>values, heaven, paradise</p> <p>Unit 4.2 To know that a pilgrimage is a spiritual journey.</p> <p>I know the reasons why different religious groups go on pilgrimages.</p> <p>Unit 4.2 I can explain the ritual and practices associated with a religious pilgrimage.</p> <p>I can explain the similarities and differences between different types of pilgrimage.</p> <p>I can reflect on the journey of a person who is spiritual but not religious and what this means to me.</p> <p>I can reflect on the sort of pilgrimage I would chose and why.</p> <p>Spiritual, pilgrim, pilgrimage, ritual, symbol, community, commitment, values.</p> <p>Unit 4.3 I know that music can be used as a form of spiritual expression and worship.</p> <p>I know there are different forms music for prayer and worship, e.g. carols, children's songs, hymns, chants.</p>	<p>I can find commonalities from leaders from two different backgrounds.</p> <p>I can explain how these figures have influenced other people and brought about change.</p> <p>I can explain what makes a person inspiring based on my learning about these figures.</p> <p>I can use my research and understanding to share this information with others, e.g. presentation, compose a speech etc</p> <p>I can explain how a religious figure's values are reflected in their lives and actions.</p> <p>I can consider how the values of these leaders resonate with my beliefs.</p> <p>Religion, Muslim, Christian, holiness, spiritual, inspiration, vision, symbol, community, commitment, values.</p> <p>Unit 5.2 I know the significance of Christmas, Easter, Pentecost and the Eucharist.</p> <p>To know that the Eucharist is an important ritual for Christians and how it works.</p>	<p>and differences between these moral codes.</p> <p>I can create my own 'words of wisdom'.</p> <p>Muslim, Christian, Jewish, Shema, Ten Commandments, 1st Surah, 99 verses, The Lord's Prayer, moral codes, sources of wisdom, Torah, Bible, Qur'an, Hadith.</p> <p>Unit 6.2 To know religions make contributions to local life in Nottingham.</p> <p>To know communities and different faiths can work together to achieve good things.</p> <p>To know about religious codes (C: 10/2 commandments, S: 11 Virtues and Hindrances, B: 5 Precepts)</p> <p>To know about the religious plurality of Clifton, Nottingham and the UK.</p> <p>Unit 6.2 I can discuss ideas from religious codes to inform my own ideas for a moral</p>
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<p>Key Vocab</p>	<p>earth’.</p> <p>Unit 1.3 I can suggest hidden meanings in the stories Jesus told.</p> <p>Christian, church, Bible, symbol, thankful, faith, belief, Easter, God.</p> <p>Unit 1.4 To know churches and synagogues are places of worship in Christianity and Judaism.</p>	<p>I can explain how baptism is important to Christians and their belonging in faith.</p> <p>I can explain where I belong and why, i.e. family, community, school.</p> <p>I can explain non-religious people can follow the Golden Rule.</p> <p>I can explain how someone is welcomed into the Christian community through baptism.</p>	<p>explain how different features of holy buildings link to people’s beliefs.</p> <p>I can take part in a discussion, reflecting on and explaining my view on places of worship: <i>Why do we need religious buildings, what emotions do we feel are connected to holy spaces, can people only get close to God on holy buildings?</i></p> <p>I can design a new religious building and explain my choices.</p>	<p>I know that Christians use music to express beliefs about God and devotion to God.</p> <p>Unit 4.3 I can express reason why particular pieces of music are spiritual for Christians and to myself.</p> <p>I can explain how and why Christians use different forms of music to express their beliefs about God and devotion to God.</p>	<p>To know that Christians believe in the Holy Trinity: Father, Son and Holy Spirit.</p> <p>Unit 5.2 I can explain what the elements of the Eucharist represent and how they symbolise key ideas associated with the crucifixion and resurrection of Jesus, e.g. sacrifice, forgiveness, eternal life, salvation.</p>	<p>charter.</p> <p>I can use local and national census statistics to learn about the religious plurality of Clifton, Nottingham and Britain today.</p> <p>I can investigate aspects of community life such as weekly worship, charitable giving, and prayer.</p>
<p>knowledge</p> <p>Procedural Knowledge</p> <p>Key Vocab</p>	<p>To know key objects from a church and synagogue.</p> <p>Unit 1.4 I can explain how Jewish people and Christians worship God in their holy buildings.</p> <p>I can identify and name key objects from churches and synagogues, saying what they are for.</p> <p>I can ask questions to find out why something happens.</p> <p>I can identify some emotions associated with the festivals and celebrations and why.</p> <p>Christian, Jewish, synagogue, church, Jesus, unique, Humanist, symbol, ark, bimah, Torah, Bible. church, faith, altar, font, worship, holiness, sacred,</p>	<p>Christian, Church, symbol, Bible, Golden Rule (do to others as you would have them do to you), belonging, worship, holiness, sacred.</p> <p>Unit 2.4 To know some significant stories in Judaism and Christianity, i.e. Noah (F2), Daniel (F2), Queen Esther, Jonah, Abraham and Sarah, Joseph.</p> <p>Unit 2.4 I can explain the role of God in key religious stories.</p> <p>I can respond to the big ideas and stories: does God forgive, does God rescue, does God create?</p> <p>I can ask questions about stories I’ve studied and</p>	<p>Islam, mosque, Hinduism, mandir, Christian, church, worship, Trinity, Allah, gods and goddesses, spiritual, ritual, liturgy, prayer, sacred, commitment, values.</p> <p>Unit 3.4 I know what inspirational/significant mean.</p> <p>I know That Prophet Muhammad, Moses, Jesus and Guru Nanak are inspirational religious leaders.</p> <p>I know key events from the lives of these religious leaders.</p> <p>I know what the terms <i>patriarch, prophet, Messiah and Guru</i> mean.</p> <p>Unit 3.4</p>	<p>I can compare the chanting in Christianity, Hinduism and non-religious practise.</p> <p>Spiritual, worship, devotion, belief, self-expression.</p> <p>Unit 4.4 I know the story of Rama and Sita and how it is connected to the Hindu faith.</p> <p>I know the story of Holika and how it is connected to the Hindu faith.</p> <p>I know how and why Hindus celebrate Diwali and Holi. (Haw-lee)</p> <p>Unit 4.4 I can explain how Hindus express their values at home and in the community.</p>	<p>I can use my knowledge of the Fruits of the Spirit to discuss ethical questions, applying my own ideas.</p> <p>Spiritual, festival, incarnation, resurrection, Christmas, Easter, Pentecost, trinity, Holy Spirit community, commitment.</p> <p>Unit 5.3 To know the main beliefs of Hindus and Muslims about God.</p> <p>To know why Hindus worship Brahman and Muslims worship Allah and why it is important.</p> <p>To know about different ideas and forms of expression in relation to belief about God on Muslim and Hindu life (link to Year 4).</p>	<p>I can identify similarities and differences between the ways different communities show they belong.</p> <p>I can consider and explain how communities can be more harmonious in relation to their sacred texts.</p> <p>I can explain my own ideas about the importance of strong communities and how peace, harmony and respect matter.</p> <p>Religion, inter-faith, harmony, respect, moral values, religious plurality.</p> <p>Unit 6.3 To know that Ahima (H), Ummah (I) and</p>

	<p>God.</p>	<p>suggest answers.</p> <p>I can express my own ideas about these stories.</p> <p>I can give two examples of characters who 'got it wrong' and what happened.</p> <p>Religion, Jewish, synagogue, symbol, Torah, Christian, church, Bible, courage, persistence, forgiving.</p>	<p>I can explain what makes a good leader, using information from their stories.</p> <p>I can express my own views on who I find inspiring and explain why.</p> <p>Muslim, Jewish, Christian, Sikh, spiritual, Prophet, Exodus, Law-giver, Messiah, Allah, Qur'an, New Testament, Gospel, inspiration, role-model, commitment, values.</p>	<p>I can name some artefacts in Hindu worship and say why they are significant.</p> <p>I can explain the similarities and differences between Holi and Diwali.</p> <p>I can explain the similarities and differences between my own 'big day' and a Hindu festival.</p> <p>Murtis, gods and goddesses, karma, dharma, spiritual, Aum symbol, community, commitment, values.</p>	<p>To know the five pillars of Islam and their significance.</p> <p>To know some examples if religious teachings and how this influences people's way of life: (ahimsa,H) (daily prayer and Zakat, I).</p> <p>Unit 5.3 I can respond to Hindu and Muslim texts and expression in a creative way.</p> <p>I can reflect and express my opinion on Hindu and Muslim beliefs.</p> <p>I can justify my opinion on whether God is real and what God is.</p> <p>Muslim: Five Pillars, Prophet, Allah, Iman (faith), akhlaq (character/moral conduct) Hindu: murtis, Brahman, gods and goddesses, ahimsa Non-religious: atheist, agnostic</p> <p>Unit 5.4 To know how spiritual ideas are expressed through art and architecture in religious buildings.</p> <p>To know how religious charities enact values of justice and compassion (Tzedek, Sewa</p>	<p>Agape (C) teach about togetherness and harmony.</p> <p>To know that spiritual concepts include justice, fairness, compassion and responsibility.</p> <p>To know that charitable actions are open to all, regardless of religion/faith or no faith.</p> <p>Unit 6.3 I can explain similarities and differences between three global aid charities: Save the Children (NonFaith), Christian Aid and Islamic Relief.</p> <p>I can explore and debate Big Ideas around the environment, human rights and social justice and people's responsibility towards these.</p> <p>Atheist, agnostic, charity, ahimsa, ummah, agape, justice, faith.</p> <p>Unit 6.4 To know the Kindertransport rescued Jewish children from Nazi persecution.</p>
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					<p>International, Christian Aid and Muslim Hands).</p> <p>To know places of worship are created to glorify God.</p> <p>Unit 5.4 I can explain what matters in different religions about worship and about generosity or charity.</p> <p>I can reflect on my views on how much value should be put into a place of worship versus into acts of charitable kindness and justice.</p> <p>Spiritual, Golden Rule, charity, karma, dharma, Ummah, devotion, compassion, community, commitment, values.</p>	<p>To know the impact of persecution and discrimination on Jewish people living in 1930s Germany.</p> <p>To know the National Holocaust Museum is a place of learning and remembrance in the UK.</p> <p>To know the difference between an upstander and a bystander.</p> <p>To know the significance of 'upstanders' in supporting Jewish people at risk of persecution Nazi occupied territory.</p> <p>Unit 6.4 I can explain how Jewish people were persecuted by the Nazis.</p> <p>I can explain how Jewish people responded to persecution.</p> <p>I can explain why it is important to remember examples of hatred and prejudice and why 'never again' is an important idea.</p> <p>I can consider</p>
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						<p>questions related to suffering and god.</p> <p>I can explain how 'upstanders' helped Jewish communities and consider how we can be 'upstanders' today. Sir Nicholas Winton, Oskar Schindler, Annie and Pieter Schipper</p> <p>Harmony, persecution, prejudice, Beth Shalom, remembrance, bystander, upstander, Kindertransport.</p>
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