

Progression Map - RE



		Implementation	Intent
Subject	Year Group	Knowledge - Declarative (Factual information) and Procedural (Skill/application of skills)	Applied Learning and Skills - Used for assessment and retrieval
RE	Y3	<p>School Focus: Derbyshire Agreed Syllabus for RE</p> <p>Religious Focus: Christianity, Hinduism and Islam</p> <p>Declarative: To know stories and other aspects of the religious text they are investigating. To know some reasons why Christians use the Bible today</p> <p>Procedural: To know how to describe and make connections between the stories and teachings from the religious texts, and be able to respond to these.</p> <p>Declarative: To know and describe some of the significance and meaning of God to individuals and religious communities.</p> <p>Procedural: To know how to question and discuss individual ideas about God, suggesting why having a faith could be difficult but also identifying how this belief makes a difference to peoples lives. To know how to discuss their own and others' ideas about why humans do bad things and how people try to put things right</p> <p>Declarative: To know the stories and make connections between symbols and beliefs celebrated at religious festivals (Easter /Eid), identifying similarities and differences.</p> <p>Procedural: To know how to ask questions and express ideas about what matters most to believers in festivals. To know how to explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives.</p> <p>Declarative: To know what Christians do to show their faith, including the use of hymns/ modern worship songs, symbols, artefacts and wider community work.</p> <p>Procedural: To know how to suggest reasons why being a Christian is a good thing in Britain today, and why it might be hard sometimes To know how to be able to discuss links between the actions of Christians in helping others and compare it to the actions of non-Christians.</p>	<p>Believing Why is the Bible important for Christians today? What do different people believe about God?</p> <p>Expressing Why are festivals important to religious communities? Easter Focus/Eid</p> <p>Living What does it mean to be a Christian in Britain today?</p>

RE	Y4	<p>School Focus: Derbyshire Agreed Syllabus for RE Religious Focus: Christianity, Judaism, Hinduism and Islam</p> <p>Declarative: To know some information about the features of at least two world religions, and identify important parts including: celebrations, worship and rituals</p> <p>To know simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter</p> <p>To know and describe the practice of prayer in the religions studied</p> <p>To know and discuss their own ideas about ethical questions, including ideas about what is right and wrong, temptation and just and fair.</p> <p>To know about some beliefs, teachings, duties, symbols and actions from at least two world religions.</p> <p>Procedural: To know how to make connections between some of Jesus’ teachings and the way Christians live today.</p> <p>To know how to describe and make connections between what people believe about prayer and what they do when they pray.</p> <p>To know how to suggest reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes.</p> <p>To know how to be able to discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others.</p> <p>To know how religious rules for living can help believers with difficult decisions</p>	<p>Believing Why is Jesus inspiring to some people?</p> <p>Expressing Why do people pray?</p> <p>Living What does it mean to be a Hindu in Britain today ?</p> <p>What can we learn from religions about deciding what is right and wrong?</p>
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RE	<p>School Focus: Derbyshire Agreed Syllabus for RE Religious Focus: Islam, Christianity, Humanism, Judaism</p> <p>Procedural: To know how to outline clearly a Christian understanding of what God is like, using examples and evidence To know how to give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging. To know how to express thoughtful ideas about the impact of believing or not believing in God on someone's life. To know how to present different views on why people believe in God or not, including their own ideas.</p> <p>Declarative: To know that Jesus had key teachings on how his followers should live, and be able to discuss them.</p> <p>Procedural: To know how to offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live. To know how to explain the impact Jesus' example and teachings might have on Christians today. To know how to express their own understanding of what Jesus would do in relation to a moral dilemma from the world today. To know how to make connections between how believers feel about places of worship in different traditions.</p> <p>Declarative/Procedural: To know that places of worship have important functions in a community and know how to discuss them.</p> <p>Declarative: To know that places of worship support believers in difficult times, and that this matters to believers. Procedural: To know how to present ideas about the importance of people in a place of worship, rather than the place itself.</p> <p>Declarative: To know that Muslim's practice the Five Pillars and that their beliefs about God and the Prophet Muhammad are connected. Procedural: To know how to describe and reflect on the significance of the Holy Qur'an to Muslims. To know how to describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils. To be able to make connections between the key functions of the mosque and the beliefs of Muslims.</p>	<p>Believing Why do some people think God exists?</p> <p>What would Jesus do, can we live by the values of Jesus in the 21st century?</p> <p>Expressing If God is everywhere, why go to a place of worship?</p> <p>Living What does it mean to be a Muslim in Britain today?</p>
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RE	Y6	<p>School Focus: Derbyshire Agreed Syllabus for RE Religious Focus: Islam, Christianity, Humanism, Judaism</p> <p>Procedural: To know how to express ideas about how and why religion can help believers when times are hard, giving examples. Declarative: To know that Christians, Hindus Humanists and/or nonreligious people have different beliefs about life after death. Procedural: To know how to explain some similarities and differences between beliefs about life after death.</p> <p>Declarative: To know that there is value in sacred buildings and art, both spiritually and monetarily. Procedural: To know how to describe and make connections between examples of religious creativity (buildings and art). To know how to suggest reasons why some believers see generosity and charity as more important than buildings and art.</p> <p>Declarative: To know that Christians believe that humans are made in the image of God and what that means. Procedural: To know that Christians believe in the concept of being 'fallen', giving examples and be able to discuss what that means. To know how to describe some Christian and Humanist values in a simple form. To know how to express their own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others they have studied. To know how to suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view.</p> <p>Procedural: To know how to make connections between beliefs and behaviour in different religions. To know how to make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions. To know how to discuss and reason about the challenges of being a Hindu, Christian or Muslim in Britain today. To know how to consider similarities and differences between beliefs and behaviour in different faiths.</p>	<p>Believing What do religions say to us when life gets hard?</p> <p>Expressing Is it better to express your beliefs in arts and architecture or in charity and generosity?</p> <p>Living What matters most to Christians and Humanists?</p> <p>What difference does it make to believe in ahimsa (harmlessness), grace, and/or Ummah (community)?</p>
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