



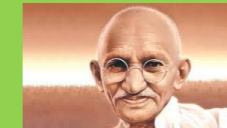
## Brockwell Junior School Religious Education Progression Map

RE explores big questions about life, in order to find out what people believe and what difference this makes to how they live, so that pupils can make sense of religion and worldviews, reflecting on their own ideas and ways of living.

### Our intent is for RE lessons at Brockwell to;

- engage pupils in systematic enquiry into significant human questions which religion and world views address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions as well as develop responses of their own.
- enable children to be able to think for themselves and express their own views through the exploration of questions and answers arising from religion and belief.
- recognise the diversity which exists within and between communities and amongst individuals.
- motivate and enthuse pupils in their learning of religion education.
- Make appropriate cross-curricular links with SMSC, PSHE content and the teaching of British Values.

‘Religions are different roads converging at the same point. What does it matter if we take different roads as long as we all meet the same goal?’ – Mahatma Gandhi



The following KEY QUESTIONS are structured around the 3 main strands of BELIEVING, EXPRESSING and LIVING.

Year Group	Year 3			Year 4			Year 5			Year 6		
Term	Sep - Dec	Jan - Apr	May - July	Sep - Dec	Jan - Apr	May - July	Sep - Dec	Jan - Apr	May - July	Sep - Dec	Jan - Apr	May - July
	<p>What does it mean to be a Christian in Britain? (Unit L2.7 Part 1) How do Christians show their beliefs in the home? What do Christians do to show their beliefs in the church? How and why do different Christians use music in worship? <b>Christians</b></p> <p>What does it mean to be a Hindu in Britain today? (Unit L2.8 Part 1) How do Hindus show their faith? A Hindu life: what is important? <b>Hindus</b></p>	<p>Why is the bible so important for Christians today? (Unit L2.2) <b>Christians</b></p> <p>Why are festivals important to religious communities? (Unit L2.5 Part 1) What is worth celebrating? What do Christians celebrate at Easter? What was the meaning of Jesus' last meal? What does the crucifying of Jesus mean? What do Christians believe happened on Easter morning? How is Divali significant to Hindus? <b>Christians</b> <b>Hindus</b></p>	<p>What do different people believe about God? (Unit L2.1) <b>Hindus</b> <b>Christians</b> <b>Muslims</b> <b>Humanists</b></p> <p>Why do people pray? (Unit L2.4) <b>Christians</b> <b>Hindus</b> <b>Muslims</b></p>	<p>What does it mean to be a Hindu in Britain today? (Unit L2.8 Part 2) Why is Mahatma Gandhi a Hindu hero? What is it like to be a Hindu in Britain today? <b>Hindus</b></p> <p>What does it mean to be a Christian in Britain today? (Unit L2.7 Part 2) How and why do different Christians celebrate holy communion? How do Christians make a difference in their local community? Why do people stand up against injustice in their local community? <b>Christians</b></p>	<p>Why are festivals important to religious communities? (Unit L2.5 Part 2) Why do Muslims celebrate at the end of Ramadan? Why do Jewish people celebrate Pesach every year? What can we learn from celebrations and festivals? <b>Jewish people</b> <b>Muslims</b></p> <p>Why is Jesus inspiring to some people? (Unit L2.3) <b>Christians</b></p>	<p>What can we learn from religions about deciding what is right and wrong? (Unit L2.9) <b>Christians</b>, <b>Jewish people</b>, <b>Humanists</b></p> <p>Why do some people think that life is like a journey and what significant experience mark this? (Unit L2.6) <b>Christians</b> <b>Jewish people</b> <b>Hindus</b></p>	<p>Why do some people think God exists? (Unit U2.1) <b>Christians</b>, <b>Humanists</b>.</p> <p>What does it mean to be a Muslim in Britain today? (Unit 2.6 Part 1) <b>Muslims</b> What helps Muslims through the journey of life? What is the key belief of Muslims? Why does prayer matter to Muslims? How is charity important to Muslims?</p>	<p>What matters most to Christians and Humanists? (Unit U2.7) <b>Christians and Humanists</b></p> <p>What would Jesus do? Can we live by the values of Jesus in the 21<sup>st</sup> century? (Unit 2.2) <b>Christians</b></p>	<p>If God is everywhere, why go to a place of worship? (Unit U2.4) <b>Christians</b>, <b>Hindus and Jewish people</b>.</p>	<p>What does it mean to be a Muslim in Britain today? (Unit 2.6 part 2) <b>Muslims</b> Why do Muslims fast? Why do Muslims want to go on a pilgrimage? Where do Muslims get advice and guidance from? What is a special place for Muslims?</p> <p>What difference does it make to believe in Ahimsa, Grace and/or Ummah? (Unit U2.8) <b>Christians</b> <b>Muslims</b> <b>Hindus</b></p>	<p>Is it better to express your beliefs in arts and architecture or in charity and generosity? (Unit 2.5) <b>Christians</b>, <b>Muslims and Humanists</b></p>	<p>What do religions say to us when life gets hard? (Unit 2.3) <b>Christians</b>, <b>Hindus and Humanists</b>.</p>

Key Vocabulary											
Christian, Christianity faith, belief, worship, community, church, God, Jesus	Bible, sacred, holy, testaments, verses, prayer, guidance, temptation	Lord's Prayer, "Father, Son and Holy Spirit"	Hindu, Hinduism, faith, belief, worship, community. Mahatma Ghandi, culture, inspiration	Jew, Jewish, Judaism, celebration, festival, Pesach, Passover, Muslim, Islam Moses, Eid, Ramadan	rules, 10 commandments, Beatitudes, morals, temptations, guidance	believers. Theist, agnostic and atheists, existence	Humanists, non- religious, values, morals, pathways, codes for living	holy building, place of worship, community, Mandir, Synagogue, Church, belonging, family	Islam, Muslim, 5 Pillars, Ramadan, Eid-ul-fitr, Allah, Prophet Muhammad, pilgrimage, Mecca, Qur'an, Mosque, prayer.	architecture, art, charity, poverty, generosity, connection	death, heaven, salvation, spirit, reincarnation, afterlife
----- Hindu, Hinduism, faith, belief, puja, aarti, bhajans, Mandir, karma, rebirth	Celebration, festivals, Holy week, Easter, symbols, last supper, crucifixion,	Gods, Goddesses, statues, Brahma, Vishnu, Shiva	----- Faith, belief, worship, holy communion, community, injustice, civil rights	----- hero, inspiration, gospels, followers	----- journey, rituals, milestones, ceremonies, Baptism, Bar Mitzvah, marriage	----- Muslim, Islam, 5 Pillars, Allah, Prophet Muhammad, Rak'ah, Mosque, Qur'an, Zakah, charity, Shadah	----- mission statement, values, forgiveness, teachings, justice, fairness, moral dilemmas		----- Ahimsa (Hinduism) grace (Christianity) Ummah (Islam) commitment, beliefs, behaviour		
Divali, Rama & Sita Prayer, rituals, reflection, Mandir, shrine, offering, Gayatri Mantra, Lord's Prayer, Mosque, Allah											

Skills											
Identify and describe Suggest reasons Make connections Explain similarities and differences Discuss ideas Give definitions	Make connections Give reasons Describe Identify Discuss ideas Compare and contrast	Describe Ask questions Identify Make suggestions. Identify similarities and differences	Describe Make connections Suggest reasons Identify similarities and differences	Make connections Ask questions Make suggestions Identify Give definitions	Give examples Make connections Discuss ideas Describe Make suggestions	Give definitions Give reasons Give examples Express ideas Present views	Describe meanings Describe values Express ideas Suggest reasons Interpret Outline	Make connections Select and describe Give examples Present ideas	Make connections Describe Compare and contrast Give examples of	Make connections Investigate Show understanding of Suggest reasons Apply ideas and values Examine	Express ideas Outline Compare and contrast Give reasons why

Core Knowledge & Learning Outcomes I can explain.....											
<b>Unit L2.7</b> How Christians show their faith making connections with Christian beliefs and teachings.  How Christians express their faith through music and worship.	<b>Unit. L2.2</b> How stories in the bible connect to Christian beliefs of Creation, Fall and Salvation.  The use and value of the Bible to Christians.  Why people do bad things and how they can be helped.	<b>Unit L2.1</b> How God is described by Christians, Muslims and Hindus.  Their own responses to God.  The difficulties of having a faith or belief.  The difference believing in God makes to people. (Humanism)	<b>Unit L2.8</b> The links between the actions of Hindus helping others and ways in which other people help others.  Why being a Hindu can be a good thing and a difficult thing in Britain today.	<b>Unit L2.5</b> Stories, symbols, beliefs and events of Ramadan and Pesach.  What matters most to believers in festivals.  What is worth celebrating in religious communities and our own lives.	<b>Unit L2.9</b> Know the rules of Christianity and Judaism and how they help believers.  Know the stories of temptation and why people can find it difficult to be good.  Ways in which inspirational people have been guided by religion.  Personal moral opinions.	<b>Unit U2.1</b> How Christians view God.  The reasons why and the value of Christians believing in God.  Knowledge of terms theist, atheist and agnostic.	<b>Unit U2.7</b> Know what a humanist is.  Humanist and Christian values.  Understand moral concepts.  Reasons for a moral code.	<b>Unit U2.4</b> Know how believers feel about places of worship.  Functions of a place of worship for the community.  The role of support played by places of worship and why this matters.  The importance of people in a place of worship.	<b>Unit U2.6</b> The 5 pillars of Islam.  Know and compare Muslim forms of guidance.  The function of Mosques and beliefs of Muslims.	<b>Unit U2.5</b> Connections between examples of religious creativity (architecture & art).  Value of sacred buildings and art.  The importance of generosity and charity over buildings and art to some believers.	<b>Unit U2.3</b> That religion can help believers in difficult times.  The Hindu & Christian beliefs about life after death.  The different views about afterlife.
<b>Unit L2.8</b> How Hindus show their faith and make connections with Hindu beliefs, aims and duties.  How Hindus express their faith through puja, aarti and bhajans.	<b>Unit L2.5</b> Stories, symbols, beliefs and events of Easter and Divali.  What matters most to believers in festivals.	<b>Unit L2.4</b> The value of prayer.  The connection between what people believe about prayer and what they do during prayer,  The prayer rituals of Christians, Hindus and Muslims.	<b>Unit L2.7</b> What Christians do to show their faith and their connections with Christian beliefs and teachings.  Links between Christians helping others and ways in which other people help others.	<b>Unit L2.3</b> The connection between Jesus' teachings and the way Christians live today.  The key events of Holy Week.	<b>Unit L2.6</b> Identify key milestones in the lives of Christians, Jewish people and Hindus.  Know why these milestones are important to followers.  How believers show commitment with community, belonging and belief.	<b>Unit U2.6</b> The 5 pillars of Islam.  The practices and significance of Muslim prayer.  The role of charity to Muslims.	<b>Unit U2.2</b> Know the teachings of Jesus to his followers.  Know the parables of Jesus and their messages to followers.  Know the impact of Jesus' teachings on Christians today and their relevance to modern day dilemmas.		<b>Unit 2.8</b> Connect beliefs and behaviour in Christianity, Hinduism and Islam.  Know about the beliefs of ahimsa, grace and Ummah.  That there are similarities and differences between beliefs and behaviour.		

Cultural Capital / Enrichment: Derby Open Centre Workshops											
Regular whole school assemblies led by Rev. Tracy. Community links made through foodbank/charitable donations etc.											
Visit to St. Thomas and Loundsley Green Church.		Derby Open Centre workshop – Islam Prayer			Derby Open Centre workshop – Jewish Stories (The Story of Purim and the difference between right and wrong)			Derby Open Centre workshop – Jewish Synagogues			National Holocaust Centre  Derby Open Centre workshops – Asian cookery

**What are our end points?**

- to equip our children with the skills and knowledge that will enable them to access KS3 RE curriculum.
- to develop their cultural capital in order to inspire them and prepare them for life as an adult in the wider world.
- to ensure that children have thoroughly enjoyed learning in RE, therefore encouraging them to undertake new life experiences now and in the future.

**END OF KEY STAGE 2 OUTCOMES**

<b>A. KNOW ABOUT &amp; UNDERSTAND A RANGE OF RELIGIONS AND WORLDVIEWS.</b>	<b>A1.</b> Describe and make connections between different features of the religious and world views they study discovering more about celebrations, worship, pilgrimages and the rituals which make important points in life in order to reflect on their significance.	<b>A2.</b> 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.	<b>A3.</b> Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.
<b>B. EXPRESS IDEAS AND INSIGHTS ABOUT THE NATURE SIGNIFICANCE AND IMPACT OF RELIGIONS AND WORLD VIEWS.</b>	<b>B1.</b> Observe and understand varied examples of religious and world views so that they can explain, with reason, their meanings and significance to individuals and communities.	<b>B2.</b> Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable both in diverse communities being studied and in their own lives.	<b>B3.</b> Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and world views.
<b>C. GAIN &amp; DEPLOY THE SKILLS NEEDED TO ENGAGE SERIOUSLY WITH RELIGIONS AND WORLD VIEWS</b>	<b>C1.</b> Discuss and present thoughtfully, their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms, including (eg; reasoning, music, art and poetry).	<b>C2.</b> 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.	<b>C3.</b> Discuss and apply their own ideas 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.