

Gunthorpe Primary School – RE Curriculum Progression Grids – EYFS to 6

Gunthorpe Primary School – RE Curriculum Progression Grids – EYFS to 6		
	EYFS	
	<ul style="list-style-type: none"> • What makes us special? • Christmas around the world • Diwali • Christingle • Family traditions/ beliefs • Religious celebrations around the world. • Easter story 	
	Year 1	Year 2
Christianity - Church	<ul style="list-style-type: none"> • Visit a local church - become familiar with the main features of the building: find out what happens there and why (worship, baptisms, weddings) and what children do (choir, Sunday school, holiday clubs etc.) • Meet the people who go to the church and who lead church services (especially the vicar or minister) and find out what they do 	<ul style="list-style-type: none"> • Visit a local church - become familiar with the main features of the building: find out what happens there and why • Explore stories connected with the church (e.g. its dedication, stained glass window showing Bible stories). If your local church uses different coloured furnishings for different Church seasons spread your visits over the year. (compare to Mosque – see Islam section) • Meet the people who go to the church and who lead church services (especially the vicar or minister) and find out what they do
Christianity – Jesus	<ul style="list-style-type: none"> • Know some stories about Jesus and some stories he told. (e.g. baptism of Jesus, children brought to Jesus, Good Samaritan(?)) • Know the stories about Jesus connected with Christmas and Easter and the importance of these for Christians. • Year 1 – Christmas – light – star of Bethlehem/Jesus is the light of the world • Year 1 – Easter – new life – Spring 	<ul style="list-style-type: none"> • Know that Jesus was an historical person, a 1st century Jew. Know that he is important to Christians who try to follow his teaching and example. Know that stories about him can be found in the Bible. • Know some stories about Jesus and some stories he told. (e.g. feeding 5000, lost sheep, lost son(?), Good Samaritan) • Know the stories about Jesus connected with Christmas and Easter and the importance of these for Christians. • Year 2 – Christmas – giving and receiving – wise men • Year 2 – Easter – the Easter story – signs and symbols used
Christianity - Bible	<ul style="list-style-type: none"> • Know that the Bible is a special book for Christians because of its message about God and Jesus. – know that the first part of the Bible is used by Jews (Torah – see Judaism section) • Bible stories: Creation, Noah’s ark, David and Goliath. Moses • Find out when Christians read the Bible in church and at home. Know that reading the Bible can help Christians think 	<ul style="list-style-type: none"> • Know that the Bible is a special book for Christians because of its message about God and Jesus. • Know that it comes in two parts (Testaments) • Bible stories: Story of Joseph, Daniel in the Lion’s Den, Jonah

	about their behaviour e.g. being thankful, saying sorry, forgiveness	
Christianity – Christian Life	<ul style="list-style-type: none"> Explore practice you would expect to find in a Christian family (going to church, reading the Bible, prayer, grace before meals) Explore special times for Christians (welcoming new babies – including baptism) Festivals – at the appropriate times, find out how the Christians celebrate the festivals of Harvest, Christmas, and Easter 	<ul style="list-style-type: none"> Explore some stories about Christians e.g. historical figures such as Mary Jones or well-known current figures from Christians in Sport. Festivals – at the appropriate times, find out how the Christians celebrate the festivals of Christmas, and Easter
	Year 1 – Judaism	Year 2 - Islam
	Judaism - Synagogue	Islam – Mosque
	<ul style="list-style-type: none"> Locate all important features of the Synagogue: Mezuzah, Bimah, Eternal Light and the Ark with the Torah scrolls. Know that a Synagogue is a meeting place and a studying place but also a place where Jewish people celebrate most of their Festivals. Recognise some Jewish symbols: Star of David, Menorah and some ceremonial clothing like Kippah and Tallit. 	<ul style="list-style-type: none"> Visit a local mosque (more than once) become familiar with the main features of the building: Dome, Minaret, prayer room, washing area for prayers. Find out what happens in the mosque (prayers, lectures, weddings, funerals, reading the Qur’an) and what children do. Explore stories connected with the mosque (name, when was it built) Meet the people who go to the mosque.
	Judaism - Shabbat	Islam – Prophet Muhammad
	<ul style="list-style-type: none"> Know that Shabbat is the most important Jewish Festival and that it starts on Friday evening and finishes on Saturday evening. Know that it has been celebrated by the Jewish people for thousands of years in memory of God’s resting day during the creation of the world. 	<ul style="list-style-type: none"> Know that Muhammad is a Prophet in Islam. He is the final messenger from Allah. He is important to Muslims who try to follow his teaching and example. Know that the Qur’an was sent to him as a guide for the people. Know some stories about Prophet Muhammad
	Judaism – Torah and Commandments	Islam – Holy Qur’an
	<ul style="list-style-type: none"> Know that Torah is the holiest document for every Jewish person. Know that it is traditionally regarded as having been given to the Jewish people by their leader and greatest prophet: Moses on Mount Sinai, many centuries ago. Know that it includes the 10 Commandments (also regarded as important by Christians) (among many other commandments kept by Jewish people). Know that the stories in the Torah are known to Christians as the Old Testament. Hear some stories from the Torah: the story of Abraham and Isaac, of Jacob 	<ul style="list-style-type: none"> Know that the Qur’an is a special book for Muslims. Know that it has 114 chapters. Hear some stories from the Qur’an - Story of The Crying Camel, Story of Joseph The Qur’an tells Muslims what to do and is therefore a guide for them. The Qur’an was sent to Prophet Muhammad as a guide to humanity.
	Judaism – Jewish Life	Islam – Muslim Life
	<ul style="list-style-type: none"> Find out about the Maccabees revolt and the Chanukah miracle when a small jug of oil used to light the Menorah is believed to have lasted for 8 days. (Hannukah) 	<ul style="list-style-type: none"> Explore likely feature of a Muslim family (Mosque, Qur’an, daily prayers)

	<ul style="list-style-type: none"> Listen to some Chanukah songs, sing some in English. Play dreidel. 	<ul style="list-style-type: none"> Festival – getting ready for Ramadhan and Eid ul Fitr (April – May) What can you give up? 		
Year 1 - Hinduism				
Hinduism – Places of Worship	<ul style="list-style-type: none"> Hear a story about the deity represented by the murti(s). Understand that shrines can be set up at significant places (e.g. in a shop, or under a tree regarded as sacred) and that Hindus also visit mandirs (temples) for puja. Learn about the different items and rituals which are normally used in puja (at least one murti or statue, bell, diva lamp, incense, water container with spoon, red kum kum powder, offerings of food and flowers). 			
Hinduism – Deities and Scriptures	<ul style="list-style-type: none"> Explore stories of favourite Hindu deities which are the focus of major festivals, e.g. the Rama and Sita story, from the Ramayana epic, at Divali and how these festivals are celebrated. 			
	Year 3	Year 4	Year 5	Year 6
Christianity - Church	<ul style="list-style-type: none"> Know the cycle of the Christian year, the meanings of the major festivals Know that there is variety in Christianity by visiting at least two different churches and explore / compare their different structures and discover how these can reflect distinct practices and beliefs (e.g. font or baptismal tank). Have an opportunity to talk with believers from the different churches. 	<ul style="list-style-type: none"> How the major festivals are celebrated including the use of symbolic colours and special hymns. Know the significance of the BC/AD dating system, while understanding that this is not applicable to all faiths or in all contexts. 	<ul style="list-style-type: none"> Explore the origin and meaning of the Lord’s Prayer and how it is used in worship today. Find out about some of the different ministries in the Church e.g. bishop, priest, elder, organist, teacher, cleaner etc. 	<ul style="list-style-type: none"> Find out about how the Holy Communion / Eucharist / Mass / Lord’s Supper is celebrated in church and why it is important to many Christians. Read / listen to / sing some favourite Christian hymns and songs to discover what they tell us about Christian beliefs.
Christianity – Jesus	<ul style="list-style-type: none"> Know major aspects of teachings of Jesus; the “Two Great Commandments”, some parables and sayings, Kingdom of God 	<ul style="list-style-type: none"> Know an outline of the ministry of Jesus, with some significant events (use mainly synoptic gospels). Explore how he related to the marginalised of society (women, children, the sick) 	<ul style="list-style-type: none"> Read some of Jesus’ miracle stories and find out what is a miracle. Ask why these miracle stories are important. Explore stories told during Christmas, Holy Week, Easter, 	<ul style="list-style-type: none"> Discover the two Biblical narratives of the birth of Jesus, the different messages / theology that they convey and how they are now seen as one story (e.g. in a nativity play). Ascension and Pentecost. Understand how these relate to Christians’ beliefs about God, Jesus Christ and the Holy Spirit (Trinity)

<p>Christianity – Bible</p>	<ul style="list-style-type: none"> • Know that the Bible is a ‘library’ of books. Know it contain different ‘genres’ – and explore some examples of poetry e.g. (Psalm 23), proverbs, laws (e.g. the Ten Commandments), letters as well as stories. 	<ul style="list-style-type: none"> • Understand that the different books all teach something about God and His relationship with humankind. • Know that there are four gospels giving ‘good news’ about Jesus. • Know how to find a reference in a Bible using chapters and verses. 	<ul style="list-style-type: none"> • Investigate the Biblical Creation stories alongside scientific theories about the origins of the universe. • Explore New Testament teachings on living a Christian life e.g. “The Fruits of the Spirit” in Galatians 5 and I Corinthians 13 on love and consider their relevance for today’s world. 	<ul style="list-style-type: none"> • Understand how the Biblical stories are written in a different, and ancient, genre yet can still be seen as conveying truths for today. • Explore how the belief in God the creator influences Christian views on environment and climate justice.
<p>Christianity – Christian Life</p>	<ul style="list-style-type: none"> • Festivals – at the appropriate times, find out how the Christians celebrate some festivals such as Harvest, Remembrance Sun-day, Ad-vent, Christ-mas, Lent, Easter, Ascension Day Pentecost. 	<ul style="list-style-type: none"> • Hear stories of people who have tried to follow Jesus (e.g. St Francis, local saints). If possible, engage with Christians from your locality who will answer questions about their faith and life. • Investigate why and how people pray. Hear and talk about some famous prayers. • Find out about Christian weddings in a church and compare with other wed-dings known to your pupils <p>Can also follow on with more work on festivals as long as there is progression from Year 3.</p>	<ul style="list-style-type: none"> • Explore Jesus’ teaching as a foundation for Christian living: <ul style="list-style-type: none"> • Personal life – baptism, confirmation etc. • Making moral decisions and lifestyle choices • The ministry of chaplains in hospitals and prisons • Beliefs about death and life after death and how these may affect Christian living (exploring the message of Christian funerals) 	<ul style="list-style-type: none"> • Explore Jesus’ teaching as a foundation for Christian living: <ul style="list-style-type: none"> • Public life – individuals and churches active in charities e.g. Christian Aid,, foodbanks, Fair Trade
<p style="text-align: center;">Year 3</p>		<p style="text-align: center;">Year 5</p>		
<p>Islam – Mosque</p>	<ul style="list-style-type: none"> • Know the main features of a mosque and understand the use of it. 	<ul style="list-style-type: none"> • Look at the Muslim calendar how is it different? • What is their significance? (mihrab, Qiblah, mimbar, any patterns or calligraphy in the mosque. • Understand the significance of Makkah, also the place for pilgrimage, the place where Prophet was born and also the direction towards which Muslims face when praying. • • Know that there is diversity in Islam by visiting/researching/virtual visiting at least two different mosques and explore different practice and beliefs behind them. 		

Islam – Prophet Muhammad	<ul style="list-style-type: none"> • Link stories- Prophet & the woman who used to throw rubbish. • Prophet and how he was given the title of the ‘truthful’. • Consider and discuss how Prophet is a role model for Muslims. • Discuss the birthdate of the Prophet- MiladunNabi. What do Muslims do in celebration? 	<ul style="list-style-type: none"> • Learn about the life of Prophet Muhammad. • Muslims try to follow his example in everything they do. Link to the Shahada – declaration of faith: Muslims express- Oneness of God and the Prophethood of Muhammad. • Know major aspects of teachings of Prophet Muhammad; kindness, compassion, truthful, showing humanity and honesty.
Islam – Holy Qur’an	<ul style="list-style-type: none"> • Know that the Qur’an is a ‘divine’ book. It was revealed to the Prophet on the Night of Power. • Know that it is written in Arabic. Most Muslims have to learn in order to read it in its original text. 	<ul style="list-style-type: none"> • Know how to find a reference in a Qur’an. • Listen to a Qur’an verse or chapter in Arabic. Find its meaning. • Understand why Muslims show respect for the Qur’an and its significance as a guide today in their lives.
Islam – Muslim Life	<ul style="list-style-type: none"> • Know the Five Pillars (Sunni) and the Ten Obligatory Islamic acts (Shia) of Worship (make students aware) • Know that Muslims have a duty to pray at regular times. They prepare themselves for prayers. • Prayer – why and how people pray. Understand some of the actions that form a prayer. • Prayers can be offered at the mosque or at home or wherever a Muslim is. • How does prayer help a Muslim? • Make your own prayer mats. 	Take out 5 pillars
Year 3		Year 5
Hinduism – Places of Worship	<ul style="list-style-type: none"> • Look at Hindu mandirs / temples and see photographs of other mandirs in India and elsewhere. • Know the main features of a mandir, including one or more sacred areas dedicated to particular deities. 	<ul style="list-style-type: none"> • Take out main features • Understand that it is not compulsory for Hindus to worship at a mandir, although many choose to do so, especially at festival times. • Explore how there are particular times at the day when puja or arti may be offered, but that mandirs are usually open for most of the day for individual devotion. • Find out what worshippers do when they enter the mandir (include removal of shoes, ringing bell, circumambulating the shrine, making an offering, singing bhajans and the Arti ceremony ending with the blessings and sharing of prashad. • Discover how a mandir also acts as a community centre.
Hinduism – Deities and Scripture	<ul style="list-style-type: none"> • Explore the symbolism of selected murtis and the stories associated with them; (e.g. Ganesha, Brahma, Vishnu, Shiva, Parvati, Durga, Sarasvati, Rama, Krishna) and what these tell about the nature of God. 	<ul style="list-style-type: none"> • Understand how most Hindus believe in the Supreme Spirit Brahman who is unlimited, all-knowing and the source of all life and that the different deities represented in the murtis, reflect different aspects of God. • (The murtis usually represent individual deities. They are a focus for worship and are visual representations of God. Ultimately Hindus worship The One but prefer to do this through ‘istadevas’ - their own chosen names and forms of God, represented as icons or images with distinctive names and forms, e.g. Krishna or Sarasvati).
Hinduism - Dharma		<ul style="list-style-type: none"> • Explore the idea of karma (the law of cause and effect) and how this influences the way Hindus live their lives. See how this relates to reincarnation and the belief that the soul is eternal, so that when the

		<p>body perishes the soul assumes a new body and experiences the fruits of actions in its previous life.</p> <ul style="list-style-type: none"> Understand that it is possible for the soul to break free of this cycle and return to a state of bliss in a liberation known as moksha.
Hinduism – Hindu Life	<ul style="list-style-type: none"> If possible, have an opportunity to talk with Hindu believers. Explore the Hindu way of welcoming babies, e.g. Jatakarma is performed to welcome the child into the family, by putting some honey in the child's mouth and whispering the name of God in the child's ear. The child naming ceremony (Namakarana) and how names are chosen Head shaving is connected to the removal of impurities. 	
	Year 3	Year 5
Buddhism – Deity and Key Figure	<ul style="list-style-type: none"> Buddha means ‘one who is fully awake to the truth’ or Enlightened 	<ul style="list-style-type: none"> Through his own efforts, the Buddha overcame greed, hatred and ignorance
Buddhism – Place of Worship	<ul style="list-style-type: none"> Temple Buddhist Community (sangha) - made up of lay people and ordained Features of Buddhist Centres including temples, shrines, artefacts and offerings 	<ul style="list-style-type: none"> Works of sacred art (thankas), mandalas and images of the Buddha (rupas) - standing, sitting and lying down, with a third eye showing he is enlightened
Buddhism – Holy Book	<ul style="list-style-type: none"> Stories told about and by the Buddha, Jataka Tales Buddha taught that possessions can't give us lasting happiness; in the end they break, grow old or let us down, making us unhappy <p style="text-align: center;">Each year group could look at different stories</p>	
Buddhism – Way of Life	<ul style="list-style-type: none"> Four Noble Truths: Being greedy and wanting things can't make you happy; You can be content without having everything you want; You have to learn this through practice; and Peace of mind comes when you are content with having just enough – not too much, not too little. 	<ul style="list-style-type: none"> Symbols – lotus flower, prayer wheel Buddhists follow the noble eight-fold path and try to show the qualities of the Buddha in their own lives Buddhists aspire to fearlessness, contentment, kindness, meditation Samsara - continual cycle of birth and death Key festivals: Wesak - Buddha's birthday Dharma Day Sacred place of pilgrimage Bodhi tree at Bodh Gaya where the Buddha became enlightened
	Year 4	Year 6
Judaism - synagogue	<ul style="list-style-type: none"> Listen to the sound of the Shofar. Find out about Jewish Communities constructing special booths for the Festival of Sukkot in memory of wandering in the desert after leaving Egypt. If possible visit one local Sukkah during the festival, shake a lulav or observe Jewish people performing this tradition. Meet a rabbi, have an opportunity to ask him questions about his work. If not possible: „ask a rabbi” by e-mail. 	<ul style="list-style-type: none"> Know that there are different groups of the Jewish people, understand the basic difference between Traditional and Progressive Judaism. If possible visit one Traditional and one Progressive (Liberal or Reform) Synagogue, observe differences in separation or lack of separation of space for men and women, differences in clothing extremely devout men wearing tzitzit and covering their heads with kippot all the time, devout married women covering heads, complete equality in Progressive Synagogues).

Judaism - Shabbat	<ul style="list-style-type: none"> • Know that the start of Shabbat is marked with the lighting of two candles and blessing over wine and bread and finishes with Havdalah – which means separation. Havdalah candles are plaited to symbolise a liason between Shabbat and the everyday, between sacred and profane, God and people. • “Shabbat Shalom” - Understand the importance of Shalom – Peace as a space for spirituality, for God and goodness, time shared with family and friends, time for reflection about the meaning of life. • The concept of Shabbat as a day dedicated to God through celebrating his creations and respecting them. 	<ul style="list-style-type: none"> • Know some differences between the ways Traditional and Progressive Jews • celebrate Shabbat. (using light, driving cars)
Judaism – Torah and Commandments	<ul style="list-style-type: none"> • Know that Torah scrolls consist of the 5 books of Moses which can also be read as a printed book. Know that there are 613 commandments in the Torah for Jewish people to follow. • Know that the first book starts with a description of the creation of the world and the last one finishes with the death of Moses. 	<ul style="list-style-type: none"> • Know that Torah scrolls consist of the 5 books of Moses which can also be read as a printed book. Know that there are 613 commandments in the Torah for Jewish people to follow. • Know that the first book starts with a description of the creation of the world and the last one finishes with the death of Moses.
Judaism – Jewish Life	<ul style="list-style-type: none"> • Link this with the concepts of sin and forgiveness. Know that in Judaism there are sins that cannot be forgiven by God. • Bar/Bat Mitzvah ceremony – becoming son or daughter of the commandments it means to be responsible for one’s actions and for the whole community? • Bar Mitzvah sermon – reflection on Torah stories – what do these stories mean to a boy/girl in XXI century Britain. 	<ul style="list-style-type: none"> • Know the Jewish calendar (New Year starting in Autumn, days starting with sunsets, some festivals being related to particular seasons). • Find out more about Rosh Hashanah and Yom Kippur and the 10-day period between them when Jewish people try to ask forgiveness for all their wrong doings in the previous year. • Find out about the spiritual meaning of the Hebrew alphabet („letters of fire”), numerical value of letters and words.
Year 4		Year 6
Humanism - Knowledge and belief (Atheism and agnosticism)	<p>Q: How do Humanists decide what to believe?</p> <ul style="list-style-type: none"> • The material world as the only one we can know exists • Rejection of sacred texts and divine authority; mistrust of faith and revelation • Science as the best method to understand the universe; evidence for the universe being billions of years old; evidence that all life on earth, including humans, evolved from a common ancestor • Humanist responses to claims of pseudoscience: astrology, mediums, alternative medicine, etc. • Willingness to adapt or change beliefs when faced with new evidence 	<p>Q: Why don’t Humanists believe in a god or gods?</p> <ul style="list-style-type: none"> • Atheism: the absence of belief in a god or gods • Agnosticism: the belief that we can’t know whether a god or gods exist or not • Absence of convincing evidence for a god or gods • Consequences of atheism/agnosticism for how humanists live • Humanism as a positive philosophy; living good and happy lives without the need for a god or gods
Humanism - Meaning and purpose (happiness)	<p>Q: What are Humanists’ views on happiness?</p> <ul style="list-style-type: none"> • Happiness as a worthwhile goal; living a flourishing and fulfilling life; • Diverse ways of finding happiness; respecting different people’s ways of finding happiness as long as they cause no harm to others • The absence of the need for religion or the belief in a god or gods to be happy • The absence of any belief in an afterlife means ‘the time to be happy is now’, while we are alive • Human beings’ responsibility for their own destiny 	

Humanism – Celebrations and ceremonies		Q: What do humanist celebrations tell us about the things humanists value? <ul style="list-style-type: none"> • Celebrating human life; marking key moments in people’s lives such as births, weddings, and deaths • The importance of human relationships • The need for love and support from other people in our lives (particularly given the absence of belief in a god or gods); the need to offer support as well as accept it • Humanist weddings: celebrating when two people, of any sex, agree to spend the rest of their lives together; making a wedding personal and meaningful to the couple
Humanism – Humanist ethics	Q: What do humanists value in life? <ul style="list-style-type: none"> • Humanity, the human spirit and human attributes, including our ability to question and reason • Human creativity and achievement: intellectual, technological and artistic • The natural world and other living things; the environment in which we all live • Human relationships and companionship; our ability to empathise with other humans and animals • Our shared human moral values: kindness, compassion, fairness, justice, honesty • Our ability to improve our quality of life and make the world a better place for everyone 	Q: How do humanists believe we can lead a morally good life? <ul style="list-style-type: none"> • The rejection of sacred texts, divine rules, or unquestionable authorities to follow; accepting individual responsibility for our actions • The importance of reason, empathy, compassion, and respect for the dignity of all persons • Following the Golden Rule as a naturally evolved ethical principle, present in many cultures • Reward and punishment as insufficient motivations to do good; thinking about the consequences of our actions on others and what would happen if everyone acted the same way • Valuing general moral principles while considering the particular situation, the need for flexibility and the opportunity to question rule
	Year 4	Year 6
Sikhism – Knowledge and Belief	<ul style="list-style-type: none"> • Explore Sikh belief about God expressed in the Mool Mantar. • Eg Creator, Sustainer etc • How did the Guru Granth Sahib come into being and what is the significance of the Living Guru ? 	<ul style="list-style-type: none"> • What does the Guru Granth Sahib teach about ones relationship with the • Creator, the world and life – how does reincarnation work?
Sikhism – Meaning and Purpose (Belonging)	<ul style="list-style-type: none"> • How do Sikhs meditate and serve in Gurdwaras and in their own homes? • What are the key features of the Gurdwara? 	<ul style="list-style-type: none"> • How may Gurdwaras differ in different parts of the world? (eg Harmandir Sahib or Golden Temple in India, compared to a local Gurdwara in the UK)
Sikhism - Celebrations and Ceremonies	<ul style="list-style-type: none"> • How does music and meditation play an important part in Sikh ceremonies. • Explore how music and meditation can make you feel. • What happens in Sikh celebrations and ceremonies in the Gurdwara? (Year 4 will highlight different ceremonies at a basic level and focus on the music element)	<ul style="list-style-type: none"> • What happens in Sikh celebrations and ceremonies in the Gurdwara? (Year 6 go into more detail about what the ceremonies entail/ significance within Sikhism etc.)
Sikhism – The Sikh Way of Life	<ul style="list-style-type: none"> • In what ways do Sikhs make a difference in the local community? • How do the Five 5K’s assist a Sikh practice their purpose in life – ie to connect with the Creator? 	Why is Seva (Selfless Service) such an important aspect of human life? What influences the ways people behave, and what is expected of an individual choosing the Sikh way of Life?

