

Tall Oaks Academy Trust Progression Map for RE

AUTUMN TERM		EYFS	1	2	3	4	5	6
Discovery RE Units			<b>Theme:</b> Creation Story <b>Concept:</b> God/Creation <b>Key Question:</b> Does God want Christians to look after the world? <b>Religion:</b> Christianity  <b>Theme:</b> Christmas <b>Concept:</b> Incarnation <b>Key Question:</b> What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?	<b>Theme:</b> What did Jesus teach? <b>Concept:</b> Gospel <b>Key Question:</b> Is it possible to be kind to everyone all of the time? <b>Religion:</b> Christianity  <b>Theme:</b> Christmas - Jesus as gift from God <b>Concept:</b> Incarnation <b>Key Question:</b> Why do Christians believe God gave Jesus to the world?	<b>Theme:</b> Diwali <b>Key Question:</b> Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child? <b>Religion:</b> Hinduism  <b>Theme:</b> Christmas <b>Concept:</b> Incarnation <b>Key Question:</b> Has Christmas lost its true meaning? <b>Religion:</b> Christianity	<b>Theme:</b> Beliefs and Practices <b>Key Question:</b> How special is the relationship Jews have with God? <b>Religion:</b> Judaism  <b>Theme:</b> Christmas <b>Concept:</b> Incarnation <b>Key Question:</b> What is the most significant part of the nativity story for Christians today? <b>Religion:</b> Christianity	<b>Theme:</b> Belief into action <b>Key Question:</b> How far would a Sikh go for his/her religion? <b>Religion:</b> Sikhism  <b>Theme:</b> Christmas <b>Concept:</b> Incarnation <b>Key Question:</b> Is the Christmas story true? <b>Religion:</b> Christianity	<b>Theme:</b> Beliefs and Practices <b>Key Question:</b> What is the best way for a Muslim to show commitment to God? <b>Religion:</b> Islam  <b>Theme:</b> Christmas <b>Concept:</b> Incarnation <b>Key Question:</b> How significant is it that Mary was Jesus' mother? <b>Religion:</b> Christianity
Curriculum Areas covered Skills / Knowledge	Respect/ acceptance	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.  Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.		* I can say how I could help solve a problem by showing love. * I can remember the Christmas story and start to explain that Christians believe Jesus was a gift from God. * I can tell you why Christians think God gave Jesus to the world.		* I can give examples of agreements and contracts and explain how I would feel if one was broken. * I can tell you an affirmation/promise I would like to make. * I can start to explain what makes Jewish people believe they have a special relationship with God. * I can tell you some of the ways Jewish people express their special relationship with God and start to understand how that might feel.	* I can start to explain how 'true' could mean different things to different people, and how stories can be 'true' in different ways. * I can start to explain the Christian belief that Jesus was the incarnation of God. * I can start to express an opinion on whether the Christmas story is true and what this might mean to Christians.	
	Community/ belonging	Talk about the lives of the people around them and their roles in society.	* I can say how it felt to make something. * I can remember the Christian Creation story and talk about it. * I can express an opinion about the Christian belief about creation.		* I can tell you three important actions I could take to support a group I belong to. * I can discuss my understanding of my group's symbol. * I can describe some of the ways Hindus celebrate Diwali and start to explain how I think Hindu children might feel at Diwali. * I can start to say why Diwali might bring a sense of belonging to Muslims.		* I can identify the different levels of commitment to different things and explain these priorities. * I can make links between how Sikhs practise their religion and the beliefs that underpin this. * I can respectfully ask questions about some of the ways Sikhs choose to behave and the levels of commitment they show.	* I can show an understanding of why people show commitment in different ways. * I can describe how different practices enable Muslims to show their commitment to God and understand that some of these will be more significant to some Muslims than others. * I can think of some ways of showing commitment to God that would be better than others for Muslims.
	Kindness	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.	* I can talk about a gift that is special to me * I can remember some of the Christmas story. * I can suggest a gift I would give to Jesus.	* I can tell you when I have been kind to others even when it was difficult. * I can re-tell a story Jesus told about being kind or give an example of when Jesus showed kindness. * I can say if I think Christians should be kind and give a reason.	* I can explain what Christmas means to me and talk about whether this involves giving and receiving gifts. * I can start to explain the Christian belief that Jesus was God in human form and why God gave him to the world. * I can start to tell you what Christmas means to Christians and what it means to me.			
	Personal reflections	Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.				* I can design a symbolic object to show the significance of Christmas or the Christmas holiday to me. * I can describe one thing a Christian might learn about Jesus from a Christmas symbol. * I can ask questions about what Christmas means to Christians and compare this with what it means to me.		* I can explain the qualities needed in different people because of the important jobs they are chosen to do. * I can make links between the Virgin Birth and Christian beliefs about Jesus (Incarnation). * I can start to consider my own response to the Christian belief in the Virgin birth, showing respect to Christians.
	Vocabulary		Creation Story, Adam, Eve, Mary Joseph, Frankincense, Myrrh  presents, share, sorry, forgive, creation, thankful, planet, Earth, world,	Samaritan, Parable, Advent  Commit, commitment, important, place, home, team, group, belong, kindness,	Diwali, Ramayana, Rama, Sita, Lakshmi, Rangoli, Diva lamo, Puja tray, Mandir Advent, incarnation  Support, action, group, symbol, belong, community, explanation, emotions	Covenant, Abraham, Isaac, Moses, commandments, Torah, Ner Tamid, Synagogue, Rabbi, Talit, Mezuzah, Shema, Frankincense, Myrrh, Christingle	Guru, Amrit, Khalsa, Karah Prashad, 5 Ks, Kirpan, Kesh, Kara, Kangha, Kachera, Guru Granth Sahib, Langar, Golden Temple of Amritsar, Guru Nanak	Five Pillars, Zakah, Sawm, Qu'ran, Haji, Virgin Birth, Incarnation, Holy Spirit,  Values, dedication, leadership

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SPRING TERM		EYFS	1	2	3	4	5	6
Discovery RE Units			<p><b>Theme:</b> Jesus as a friend  <b>Concept:</b> Incarnation  <b>Key Question:</b> Was it always easy for Jesus to show friendship?  <b>Religion:</b> Christianity</p> <p><b>Theme:</b> Easter - Palm Sunday  <b>Concept:</b> Salvation  <b>Key Question:</b> Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?  <b>Religion:</b> Christianity</p>	<p><b>Theme:</b> Passover  <b>Key Question:</b> How important is it for Jewish people to do what God asks them to do?  <b>Religion:</b> Judaism</p> <p><b>Theme:</b> Easter - Resurrection  <b>Concept:</b> Salvation  <b>Key Question:</b> How important is it to Christians that Jesus came back to life after His crucifixion?  <b>Religion:</b> Christianity</p>	<p><b>Theme:</b> Jesus' Miracles  <b>Concept:</b> Incarnation  <b>Key Question:</b> Could Jesus heal people? Were these miracles or is there some other explanation?  <b>Religion:</b> Christianity</p> <p><b>Theme:</b> Easter - Forgiveness  <b>Concept:</b> Salvation  <b>Key Question:</b> What is 'good' about Good Friday?</p>	<p><b>Theme:</b> Passover  <b>Key Question:</b> How important is it for Jewish people to do what God asks them to do?  <b>Religion:</b> Judaism</p> <p><b>Theme:</b> Easter  <b>Concept:</b> Salvation  <b>Key Question:</b> Is forgiveness always possible for Christians?  <b>Religion:</b> Christianity</p>	<p><b>Theme:</b> Beliefs and moral values  <b>Key Question:</b> Are Sikh stories important today?  <b>Religion:</b> Sikhism</p> <p><b>Theme:</b> Easter  <b>Concept:</b> Salvation  <b>Key Question:</b> How significant is it for Christians to believe God intended Jesus to die?  <b>Religion:</b> Christianity</p>	<p><b>Theme:</b> Beliefs and Meaning  <b>Concept:</b> Salvation  <b>Key Question:</b> Is anything ever eternal?  <b>Religion:</b> Christianity</p> <p><b>Theme:</b> Easter  <b>Concept:</b> Gospel  <b>Key Question:</b> Is Christianity still a strong religion 2000 years after Jesus was on Earth?  <b>Religion:</b> Christianity</p>
Curriculum Areas covered Skills / Knowledge	Respect/acceptance	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.  Explain some similarities and differences between life in this country and life in other		<p>* I can talk about why I do as some people ask but not others.</p> <p>* I can talk about the Seder meal, or another Jewish practice, with some detail and some of the correct vocabulary, and start to explain why they choose to do this.</p> <p>* I can suggest what I think are the most and least important things Jews do that God asks them to do and add at least one reason</p>				<p>* I can express the feelings I have when I think about situations or things I would like to last forever.</p> <p>* I can make links between different Christian beliefs and their views on whether anything is ever eternal.</p> <p>* I can reflect on my own beliefs about whether anything is eternal.</p>
	Community/belonging	Talk about the lives of the people around them and their roles in society.				<p>* I can discuss why I would choose to follow an instruction not to eat certain foods, who I would listen to and why.</p> <p>* I can describe some of the things Jews do to show respect to God.</p> <p>* I can start to identify how it would feel to keep <i>Kashrut</i></p>		
	Kindness	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.	<p>* I can talk about my friends and why I like them.</p> <p>* I can remember a story about Jesus showing friendship and talk about it.</p> <p>* I can say how Jesus tried to be a good friend.</p>		<p>* I can suggest how a person may rescue/help others who are in difficult situations.</p> <p>* I can start to tell you why Christians believe Jesus' death is important.</p> <p>* I can start to reflect on whether I agree with Christian beliefs about Jesus' death.</p>	<p>* I can explain how some stories can teach people about what is important and how to behave.</p> <p>* I can recognise that stories can be an important way of expressing belief and meaning and can explain the relevance of a Sikh story.</p> <p>* I can explain how some stories can teach Sikhs about what is important in life and relate this to non-Sikhs.</p>	<p>* I can give examples of times my choices have been influenced and may have changed when I considered the consequences that might follow.</p> <p>* I can explain how believing in Akhirah influences Muslims to do their best to lead good lives.</p> <p>* I can recognise what motivates or influences me to lead a good life and compare it with what motivates and influences Muslims.</p>	
	Personal reflections	Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.	<p>* I can talk about a person I admire.</p> <p>* I can recall parts of the Easter story.</p> <p>* I can recognise some symbols in the story.</p> <p>* I can start to show understanding that Jesus is special to Christians and say why.</p>	<p>* I can say what I believe happens to you when you die and tell you how I remember people close to me.</p> <p>* I can recall what Christians believe happened on Easter Sunday.</p> <p>* I can start to suggest a different explanation as to what happened to Jesus after the empty tomb and offer my opinion.</p>	<p>* I can talk about some of the things in the world that people think of as miracles and begin to tell you about a miracle I would like to see happen today.</p> <p>* I can explain one Christian viewpoint about one of Jesus' healing miracles.</p> <p>* I can start to say whether I believe Jesus actually healed people or not</p>	<p>* I can talk about what sort of help I might need to show forgiveness.</p> <p>* I can describe what a Christian might learn about forgiveness from a Biblical text.</p> <p>* I can show an understanding of how Christians believe God can help them show forgiveness.</p>	<p>* I can give an example of someone with a strong sense of purpose for their life and give my opinions on this.</p> <p>* I can start to explain whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week.</p> <p>* I can start to express my opinion about Jesus' crucifixion being his destiny/purpose.</p>	<p>* I can explain how the influence people have had on me has affected what I see as important.</p> <p>* I can explain how one of the reasons people use to suggest that Christianity is a strong religion today can be contradicted.</p> <p>* I can give my opinion as to whether Christianity is a strong religion now and say why I think this.</p>
	Vocabulary		Zacchaeus, Mary, Martha and Lazarus Palm Sunday, Palm cross  like, special, family, peace, responsible, apologise, gifts, qualities, repair, admire/admiration, role-model, reflect	Pesach, Passover, Seder, Hagadah, Matzah, Charoset, Zeroah, Beitzah, Maror, Karpas, Chazeret, Exodus, Moses, Kashrut, Kosher, Easter Egg, Hot cross bun, Resurrection  journey, special, reflect, struggle, difficulty,	Miracle, Jesus, Palm Sunday, Last Supper, Cross, Tomb, Maundy Thursday, Disciples, Judas  Support, action, group, struggle, miracle, surprise, change, possible, impossible, salvation, sympathy, empathy, understanding	Pesach, Passover, Seder, Hagadah, Matzah, Charoset, Zeroah, Beitzah, Maror, Karpas, Chazeret, Exodus, Moses, Kashrut, Kosher  Promise, broken, forgiveness, remorse, commitment	Guru, Guru Granth Sahib, Khalsa, Holy Week, Platte, Herod, Mount of Olives, Garden of Gethsemane  Truth, moral, responsibility, fable, priorities, rules, order, choice	Agape, Ten Commandments, Lent, Ash Wednesday, Shrove Tuesday, Ichthys, CAFOD, Akhirah, Muhammad, Qur'an, Pillars, Jihad, Ummah  eternal, eternity, interpretation, spiritual, events, situations, restoration

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SUMMER TERM		EYFS	1	2	3	4	5	6
Discovery RE Units			<p><b>Theme:</b> Shabbat  <b>Key Question:</b> Is Shabbat important to Jewish children?  <b>Religion:</b> Judaism</p> <p><b>Theme:</b> Rosh Hashanah and Yom Kippur  <b>Key Question:</b> Are Rosh Hashanah and Yom Kippur important to Jewish children?  <b>Religion:</b> Judaism</p>	<p><b>Theme:</b> The Covenant  <b>Key Question:</b> How special is the relationship Jews have with God?  <b>Religion:</b> Judaism</p> <p><b>Theme:</b> Rites of Passage and good works  <b>Key Question:</b> What is the best way for a Jew to show commitment to God?  <b>Religion:</b> Judaism</p>	<p><b>Theme:</b> Hindu Beliefs  <b>Key Question:</b> How can Brahman be everywhere and in everything?  <b>Religion:</b> Hinduism</p> <p><b>Theme:</b> Pilgrimage to the River Ganges  <b>Key Question:</b> Would visiting the River Ganges feel special to a non-Hindu?  <b>Religion:</b> Hinduism</p>	<p><b>Theme:</b> Rites of Passage and good works  <b>Key Question:</b> What is the best way for a Jew to show commitment to God?  <b>Religion:</b> Judaism</p> <p><b>Theme:</b> Prayer and Worship  <b>Key Question:</b> Do people need to go to church to show they are Christians?  <b>Religion:</b> Christianity</p>	<p><b>Theme:</b> Prayer and Worship  <b>Key Question:</b> What is the best way for a Sikh to show commitment to God?  <b>Religion:</b> Sikhism</p> <p><b>Theme:</b> Beliefs and Practices  <b>Key Question:</b> What is the best way for a Christian to show commitment to God?  <b>Religion:</b> Christianity</p>	<p><b>Theme:</b> Beliefs and moral values  <b>Key Question:</b> Does belief in Akhirah (life after death) help Muslims lead good lives?  <b>Religion:</b> Islam</p> <p>NB: This enquiry is taught in 2 sections over the term</p>
Curriculum Areas covered Skills / Knowledge	Respect/ acceptance	<p>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.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when</p>	<p>* I can say how it feels to say sorry and what I have said sorry for.                      * I can tell you something that either Rosh Hashanah or Yom Kippur is about.                      * I can choose a picture and give my thinking on why this might be important to Jewish children at Rosh Hashanah or Yom Kippur.</p>	<p>* I can explain why agreements are important and why they should be kept.                      * I can tell a story about Abraham or Moses and say why one of these men is important to Jews today.                      * I can start to explain the significance of one thing Jews do and say how it shows their special relationship with God.</p>				
	Community /belonging	<p>Talk about the lives of the people around them and their roles in society.</p>	<p>* I can tell you which is my favourite day of the week and talk about food I would like to share in a special meal.                      * I can use the right names for things that are special to Jewish people during Shabbat and explain why.                      * I can start to make a connection between being Jewish and decisions about behaviour.</p>	<p>* I can explain why I could do certain things at certain ages.                      * I can tell you what I am most committed to in my life.                      * I can talk about one of the ways Jews show commitment to God.                      * I can talk about a way that Jews show commitment to God and say why this might be important.</p>	<p>* I can explain why water is important.                      * I can describe a Hindu ritual that happens at/in the River Ganges and explain why this is important and significant to the Hindus taking part in it.                      * I can empathise with the special feelings a Hindu might experience when taking part in a ritual at the River Ganges.</p>	<p>* I can explain some of the feelings my special place gives me and suggest why that is.                      * I can describe some of the ways Christians use churches to worship/celebrate Holy Communion or participate in baptism.                      * I can start to understand the impact a Christian's special place has on him/her.</p>	<p>* I can describe how different practices enable Sikhs to show their commitment to God and understand that some of these will be more significant to some Sikhs than others.                      * I can start to express what I think about the best way a Sikh could show commitment to God.                      * I can show an understanding of why people show commitment in different ways.                      * I can describe how different practices enable Christians to show their commitment to God and understand that some of these will be more significant to some Christians than others.</p>	
	Kindness/ responsibility	<p>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.</p>						<p>* I can give examples of times when I misinterpreted something.                      * I can explain two different Muslim interpretations of Jihad.                      * I can recognise what motivates me or influences me to lead a good life and compare it with what motivates and influences Muslims.</p>
	Personal reflections	<p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p>			<p>* I can explain some of the different roles I play whilst still being me.                      * I can describe what a Hindu might believe about one of the Hindu gods and start to understand that Brahman is in everything.                      * I can recognise what I think about some Hindu beliefs about Brahman and gods, showing respect to Hindus.</p>	<p>* I can explain why I think some things need to wait until you are a certain age.                      * I can give you examples of things I am committed to and explain which ones are more or less important to me.                      * I can describe some of the ways that Jews choose to show commitment to God and am starting to understand that they do this in different ways.                      * I can express an opinion on which ways I think might be the best ways for Jews to show their commitment to God and start to give reasons.</p>	<p>* I can start to express what I think about the best way a Sikh could show commitment to God.                      * I can explain why I think some ways of showing commitment to God would be better than others for Christians.</p>	
	Vocabulary		<p>Shabbat, Challah, Rosh Hashanah, Yom Kippur, Shofar,                      peace, responsible, apologise, gifts, qualities, repair, admire/admiration, role-model, reflect</p>	<p>Covenant, Abraham, Isaac, Ten Commandments, Mezuzah, Shema, Shabbat, Seder, Synagogue, Torah, Bar Mitzvah, Bat Mitzvah, Mitzvot, Tu B'Shevat                      significant, admiration, inspirational, belonging, actions, sympathy</p>	<p>Brahman, Trimurti, Brahma, Shiva, Vishnu, Ganesha, Lakshmi, Puja, Omnipresent, Ganga, Varanasi, Pilgrimage                      water, life, symbol, hydrate, symbolic, scientific</p>	<p>Commandments, Shabbat, Seder, Synagogue, Torah, Bar Mitzvah, Bat Mitzvah, Mitzvot, Tu B'Shevat, Shema                      Emotions, positivity, self, impact, commitment</p>	<p>Guru, Amrit, Khalsa, Karah Prashad, 5 Ks, Kirpan, Kesh, Kara, Kangha, Kachera, Guru Granth Sahib, Langar, Golden Temple of Amritsar, Guru Nanak, Sewa, Gurdwara                      Priorities, rules, order, choice, sacrifice, dedication, discipline, alternative, relevant</p>	<p>Akhirah, Muhammad, Qu'ran, Jihad, Ummah                      influence, situations, aspiration, integrity, consequence, ethical</p>