



Amberley Religious Education Progression Map

36 hours per year	Nursery	Reception	YEAR 1	YEAR 2
	Special, Belonging		An introduction to Christianity, Buddhism and religious diversity	
Knowledge and Understanding	To listen and respond to religious stories. To speak simple technical language	To have some knowledge of religious stories studied. To become familiar with simple technical language	To have simple knowledge of some of the beliefs and practices of specific religions studied. To understand simple technical language	To have simple knowledge of some of the beliefs, teaching/stories and practices of specific religions studied. To use simple technical language To have simple knowledge of why these beliefs and practices may be important to people. To have simple knowledge of some of the similarities and differences between and within the religious and non-religious worldviews they learn about.
Critical thinking	To question.	To ask simple questions about their learning.	To respond to the material they have learnt about, pupils can raise questions, express their opinions and back them up with simple reasons.	To respond to the material they have learnt about, pupils can raise questions, express their opinions and back them up with simple reasons.
Reflection				
Whole School approach to Christmas/Easter	Let's find out about the Christmas story. Let's find out about the Easter story.	Let's find out about the Christmas story. Let's find out about Christmas celebrations in churches. Let's find out about the Easter celebrations in churches.	Why are gifts given at Christmas? What is the Easter story?	How and why is light important at Christmas? How do Christians celebrate Easter?
Educational Experiences				School visit Buddhist Compassionate Centre

45 hours per year	Year 3	Year 4	YEAR 5	Year 6
	Christianity, Hinduism	Christianity, Religious diversity (Humanism)	Christianity, Judaism	Christianity, Religious diversity (Local Muslim study)
Knowledge and Understanding	To be able to describe some of the beliefs and teachings within the religions studied. To say how these beliefs and teachings have had an impact on individuals and communities. To begin to make some connections between these concepts. To identify some patterns between religious and non-religious worldviews. To compare and find similarities and differences.	To be able to describe some of the beliefs, teachings and expressions of beliefs within the religions studied. To say how these (above) have had an impact on individuals and communities. To begin to make connections between these concepts. To identify some patterns between or within religions (a range of religious and non-religious worldviews) To compare and find similarities and differences.	To have a good knowledge and understanding of the concepts (beliefs, teachings, sources of authority, expressions of belief and the impact of beliefs on the lives of individuals and communities) across religious and non-religious worldviews. To use wide-ranging technical vocabulary. To have a good knowledge of the diversity of religious and non-religious worldviews within the local, national and global context. To show good understanding of similarities and differences between them.	To have more detailed knowledge and understanding of the concepts (beliefs, teachings, sources of authority, expressions of belief and the impact of beliefs on the lives of individuals and communities) across several religious and non-religious worldviews. To competently use wide-ranging technical vocabulary. To have a sound knowledge of the diversity of religious and non-religious worldviews within the local, national and global context. To show a sound understanding of similarities and differences between them.
Critical thin king	To raise questions. To express their opinions and support these with sensible reasons. To recognise that others may think differently and have different opinions. <i>Plausible = reasonable or probable without necessarily being so, persuasive</i>	In response to the material they learn about, pupils can raise questions, express their opinions and support these with plausible reasons. To recognise that others may think differently and have different opinions. <i>Plausible = reasonable or probable without necessarily being so, persuasive</i>	In response to the material they learn about, pupils can raise debatable questions. To express their opinions and use sound reasons to back these up. To show appreciation of different perspectives, recognising the reasons given to support these viewpoints (see both sides of an argument). <i>Sound = reliable, competent.</i>	In response to the material they learn about, pupils can raise controversial questions. To use a range of outputs to express their opinions and use sound reasons to back these up. To show appreciation of different perspectives, recognising the reasons given to support these viewpoints (see both sides of an argument). <i>Sound = reliable, competent.</i>
Reflection				

Whole School approach to Christmas/Est er	How and why is Advent important to Christians?	Why do Christians call Jesus the light of the world?	What are the themes of Christmas?	What do the gospels tell us about the birth of Jesus?
	What do Christians remember on Palm Sunday?	Why is Lent such an important period for Christians?	Why is the last supper so important to Christians?	Why are Good Friday and Easter Day the most important days for Christians?
Educational Experience s	Visit to our local Church		Visit to a Synagogue	