

Religious Education Curriculum Progression Map



This progression map details the skills and knowledge that children at The Free School Norwich will gain at each stage of the curriculum.

Theology								
Strands	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Greater Depth
	<i>Learners will be able to:</i>	<i>Learners will be able to:</i>	<i>Learners will be able to:</i>	<i>Learners will be able to:</i>	<i>Learners will be able to:</i>	<i>Learners will be able to:</i>	<i>Learners will be able to:</i>	Children may be assessed as being greater depth in this curriculum area if they are able to meet the expected outcomes of the year group above their chronological age securely.
A. Where belief comes from	Talk about some aspects of a religious or belief story. Recreate religious and belief stories through small world play.	Give a clear, simple account of at least one narrative, story or important text used by at least one religion or worldview.	Retell a narrative, story or important text from at least one religion or worldview and recognise a link with a belief. Recognise different types of writing from within one text	Show awareness of different sources of authority ¹ and how they link with beliefs. Identify different types of writing and give an example of how a believer might interpret a source of authority.	Identify different sources of authority and how they link with beliefs. Give examples of different writings and different ways in believers interpret sources of authority.	Describe different sources of authority and how they link with beliefs. Describe a range of different interpretations of sources of authority and consider the reliability of these sources for a group of believers.	Explain different sources of authority and the connections with beliefs. Begin to discuss the reliability and authenticity of texts that are authoritative for a group of believers.	Year 6s may be judged as greater depth if they begin to analyse and evaluate different sources of authority, considering the writings of key thinkers, and how these have shaped and formed beliefs. Begin to analyse a range of genres and interpretations of sources of
B. How beliefs changes over time	N/A	N/A	N/A	Recognise that beliefs are influenced by events in the past and present.	Identify events in history and society which have influenced some religious and nonreligious worldviews.	Describe how events in history and society have influenced some religious and nonreligious worldviews.	Explain how events in history and society have influenced some religious and nonreligious worldviews.	

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								authority applying knowledge of reliability of sources when enquiring into religions and worldviews.
C. How beliefs relate to each other.	Compare and contrast characters from stories, including figures from the past.	Recognise that narratives, stories and texts used by at least one religion or worldview contain beliefs.	Recognise that some beliefs connect together and begin to talk about these connections.	Identify some links between beliefs being studied within a religion or worldview. Show awareness of some of the similarities and differences between and within religions and worldviews.	Make clear links between different beliefs being studied within a religion or worldview. Identify some of the similarities and differences between and within religions and worldviews	Describe the connections between different beliefs being studied and link them to sources of authority. Describe some of the key theological similarities and differences between and within religions and worldviews.	Explain connections different beliefs being studied and link them to sources of authority using theological terms. Explain the key theological similarities and differences between and within religions and worldviews.	
D. How beliefs shape the way believers see the world and each other	Recognise that people have different beliefs and celebrate special times in different ways.	Give an example of how _____ ² use beliefs to guide their daily lives	Give different examples of how _____ beliefs influence daily life.	Recognise ways in which beliefs might make a _____ think about how they live their life, how they see the world in which they live and how they view others.	Identify ways in which beliefs might make a _____ think about how they live their life, how they see the world in which they live and how they view others.	Describe ways in which beliefs shape the way _____ view the world in which they live and how they view others.	Explain and discuss how beliefs shape the way _____ view the world in which they live and how they view others.	

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¹ Sources of authority include sacred texts, creeds, statements of belief, tradition, principles or rules, conscience, rational thinking.

² Where _____ is indicated, the teacher is invited to insert the adherent of a religion or worldview they are studying e.g. Muslims.

Philosophy

Strands	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Greater Depth
	<i>Learners will be able to:</i>	<i>Learners will be able to:</i>	<i>Learners will be able to:</i>	<i>Learners will be able to:</i>	<i>Learners will be able to:</i>	<i>Learners will be able to:</i>	<i>Learners will be able to:</i>	Children may be assessed as being greater depth in this
A. The Nature of knowledge, meaning and existence.	<p>Raise puzzling and interesting questions about religious and belief stories.</p> <p>Raise puzzling and interesting questions about the world around them.</p>	<p>Ask questions about the world around them and talk about these questions.</p> <p>Begin to make connections between using their senses and what they know about the world around them.</p>	<p>Talk about the questions a story or practice from a religion or worldview might make them ask about the world around them.</p> <p>Talk about what people mean when they say they 'know' something.</p>	<p>Recognise that there are many different religious and nonreligious answers to questions people raise about the world around them.</p> <p>Talk about the difference between knowing and believing.</p>	<p>Describe different philosophical answers to questions about the world around them, including questions relating to meaning and existence.</p> <p>Begin to use philosophical vocabulary when discussing issues relating to truth, reality and knowledge.</p>	<p>Explain different philosophical answers to questions about the world around them, including questions relating to meaning and existence.</p> <p>Explain some of the different ways in which philosophers understand abstract concepts</p>	<p>Begin to analyse and evaluate a range of philosophical answers to questions about the world around them, including questions relating to meaning and existence.</p> <p>Begin to analyse and evaluate different ways in which philosophers understand abstract concepts.</p>	<p>curriculum area if they are able to meet the expected outcomes of the year group above their chronological age securely.</p> <p>Year 6s may be judged as greater depth if they can analyse and evaluate whether a position or argument is coherent and logical, explaining with reasons any divergence of opinion.</p> <p>Use principles, analogies, and well researched evidence to</p>

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								support a particular argument and counter this view
B. How and whether things make sense.	Use their senses to investigate religion and belief.	Give a simple reason using the word 'because' when talking about religion and belief.	Give a reason to say why someone might hold a particular belief using the word 'because'.	Decide if a reason or argument based on a religion or belief makes sense to them and is expressed clearly. Use more than one reason to support their view.	Begin to weigh up whether different reasons and arguments are expressed coherently when studying religion and belief. Give reasons for more than one point of view, providing pieces of evidence to support these views.	Explain, using a range of reasons, whether a position or argument is coherent and logical. Link a range of different pieces of evidence together to form a coherent argument.	Begin to analyse and evaluate whether a position or argument is coherent and logical and show increasing awareness of divergence of opinion. Use well-chosen pieces of evidence to support and counter a particular argument.	
C. Issues of right and wrong, good and bad	Say what matters to them or is of value. Talk about what concerns them about different ways in which people behave.	Using religious and belief stories to talk about how beliefs impact on how people behave.	Using religious and belief stories, make connections between peoples' beliefs about right and wrong and their actions.	Recognise that it is difficult to define 'right', 'wrong', 'good' and 'bad'. Recognise some of the similarities and differences between these ideas	Describe a range of answers to ethical and moral questions, showing awareness of the diversity of opinion and why there are differences.	Explain a range of answers to ethical and moral questions and issues, drawing conclusions and showing awareness of diversity of opinion and why there are differences.	Begin to analyse and evaluate a range of different answers to ethical and moral questions/issues, showing an understanding of the connections between beliefs, practices and behaviour.	

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Human/Social Sciences

Strands	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Greater Depth
	<i>Learners will be able to:</i>	<i>Learners will be able to:</i>	<i>Learners will be able to:</i>	<i>Learners will be able to:</i>	<i>Learners will be able to:</i>	<i>Learners will be able to:</i>	<i>Learners will be able to:</i>	Children may be assessed as being greater depth in this curriculum area if they are able to meet the expected outcomes of the year group above their chronological age securely.
A. The diverse nature of religion	<p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p>	Recognise that people have different beliefs and that some people follow religions and others nonreligious worldviews.	Recognise the names of different religions, religious beliefs and worldviews and use them correctly.	Identify some of the ways people use the terms 'religion' and 'belief' when exploring religions, beliefs and worldviews.	Describe the difference between the terms 'religion' and 'belief' when exploring religions, beliefs and worldviews.	<p>Explain the different ways in which the terms 'religion' and 'belief' are used by followers from within a religion or worldview and those from outside it.</p> <p>Show awareness that talking about religion and belief can be complex.</p>	<p>Begin to analyse and evaluate the varying use of the terms 'religion' and 'belief' by followers from within a religion or worldview and those from outside it.</p> <p>Recognise some areas of controversy when interpreting and explaining the nature of religion and belief.</p>	<p>Year 6s may be judged as greater depth if they are able to analyse and evaluate how beliefs impact on, shape and change individual lives, communities, and society, and how individuals, communities and society can also shape beliefs.</p>

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<p>B. Diverse ways in which people practice and express beliefs.</p>	<p>Recognise some religious words. Know where some religious worldviews originated. Name some religious symbols. Name some religious artefacts.</p> <p>Understand that some places are special to members of their community.</p> <p>Recognise that people have different beliefs and</p>	<p>Recognise some of the symbols, artefacts and practices used by people of different religions and beliefs in the local area</p>	<p>Identify evidence of religion and belief especially in the local area.</p>	<p>Identify some similarities and differences in how people practise and express beliefs both within and between at least two different religions/worldviews.</p>	<p>Describe some of the varying ways in which religions and beliefs are practised locally and nationally (both within and between religions/worldviews) with reference to at least two religions/worldviews.</p>	<p>Explain some of the varying ways in which religions and beliefs are practised locally and nationally (both within and between religions/worldviews) with reference to at least two different religions/worldviews.</p>	<p>Begin to analyse and evaluate the varying ways in which religions and beliefs are practised locally, nationally and globally (both within and between religions/worldviews) with reference to at least two different religions/worldviews.</p>	

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	celebrate special times in different ways.							
C. The ways in which beliefs shape individual identity, and impact on communities and society and vice versa	<p>Identify simple features of religious life and practice in a family context.</p> <p>See themselves as a valuable individual.</p> <p>Build constructive and respectful relationships</p>	Recognise that beliefs can have an impact on a believer's daily life, their family or local community.	Identify ways in which beliefs can have an impact on a believer's daily life, their family or local community	Identify a range of ways in which beliefs can have an impact on a believer's daily life, their family, community and society.	Describe ways in which beliefs can impact on and influence individual lives, communities and society and show awareness of how individuals, communities and society can also shape beliefs.	Explain how beliefs impact on and influence individual lives, communities and society, and how individuals, communities and society can also shape beliefs.	Begin to analyse and evaluate how beliefs impact on, influence and change individual lives, communities, and society, and how individuals, communities and society can also shape beliefs.	