



Progression Map: RE

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Rec	<p>The learning journey for RE begins in The Early Years when children begin to think about how other people feel and empathise with their point of view. Through continuous provision, child led learning and adult directed activities children in the Early Years will develop their skills and knowledge of RE through the teaching of Understanding the World. This ensures that children have strong foundations and are prepared for the national curriculum. In our Early Years we understand the importance of ‘the unique child’ and therefore understand that children will take individual journeys to reach these goals. Adults are aware of the journey that children in our Early Years embark on and use assessment of the children and In the moment planning to identify their next steps and ensure progression for each individual child.</p> <p>By the end of The Early Years children will:</p> <ul style="list-style-type: none"> • Understand that people have different beliefs. • Understand that some places are special to people (Churches etc). • Understand that people celebrate celebrations in different ways. • Be sensitive to other people’s views. • Think about their own beliefs. • Be exposed to Christianity, Judaism and Islam. <p>Specific skills:</p> <ul style="list-style-type: none"> • Children will know key parts of the Christmas story. • Children will know the name of some key places (e.g. church) • Name some key people in religions. • Talk about how things make them feel. 					
Year 1	<p><u>Topic – Does God want Christians to look after the world?</u></p> <p>Religion Studied: Christianity</p>	<p><u>Topic – What gifts might Christians in my town have given Jesus if he had been born here rather than Bethlehem?</u></p> <p>Religion Studied: Christianity</p>	<p><u>Topic – Was it always easy for Jesus to show friendship?</u></p> <p>Religion Studied: Christianity</p>	<p><u>Topic – Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?</u></p> <p>Religion Studied: Christianity</p>	<p><u>Topic – Is Shabbat important to Jewish children?</u></p> <p>Religion Studied: Judaism</p>	<p><u>Topic – Are Rosh Hashanah and Yom Kippur important to Jewish children?</u></p> <p>Religion Studied: Judaism</p>



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	<p>Cumbria Agreed Syllabus 3 Aims Link: A2: Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.</p> <p>C3: Find out about questions of right and wrong and begin to express their ideas and opinions in response.</p> <p>British Values Link: - Rule of Law (not to damage others' property)</p> <p>SMSC Opportunities: Spiritual Moral</p> <p>Specific knowledge:</p> <ul style="list-style-type: none"> The creation story 	<p>Religion Studied: Christianity</p> <p>Cumbria Agreed Syllabus 3 Aims Link: A1: Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.</p> <p>A2: Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.</p> <p>A3: Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.</p>	<p>Cumbria Agreed Syllabus 3 Aims Link: A2: Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.</p> <p>British Values Link: - Individual Liberty - Mutual Respect - Tolerance of those of different faiths and beliefs</p> <p>SMSC Opportunities: Moral Social</p> <p>Specific knowledge:</p> <ul style="list-style-type: none"> Bible Stories: <ul style="list-style-type: none"> Zacchaeus Jesus stills the storm Lazarus – friendship Jesus was a good friend. 	<p>Cumbria Agreed Syllabus 3 Aims Link:</p> <p>A1: Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.</p> <p>A2: Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.</p> <p>British Values Link: - Democracy - Rule of Law (Roman rule/how to treat monarchy) - Mutual Respect - Tolerance of those of different faiths and beliefs</p>	<p>Cumbria Agreed Syllabus 3 Aims Link:</p> <p>A1: Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.</p> <p>A3: Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.</p> <p>B1: Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.</p> <p>B2: Observe and recount different ways</p>	<p>Cumbria Agreed Syllabus 3 Aims Link:</p> <p>A1: Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.</p> <p>A2: Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.</p> <p>A3: Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.</p> <p>B1: Ask and respond to questions about what</p>
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<p>• Environmental issues: recycling</p> <p>Specific Skills:</p> <ul style="list-style-type: none"> • Retell the creation story in their own words; • Express an opinion about the Christian belief of creation; • Reflect on how Christians should treat the world. <p>Wider Curriculum Links:</p> <p>Visits/Experiences:</p>	<p>• Environmental issues: recycling</p> <p>Specific Skills:</p> <ul style="list-style-type: none"> • Retell the creation story in their own words; • Express an opinion about the Christian belief of creation; • Reflect on how Christians should treat the world. <p>Wider Curriculum Links:</p> <p>Visits/Experiences:</p>	<p>British Values Link: - Mutual Respect - Tolerance of those of different faiths and beliefs</p> <p>SMSC Opportunities: Spiritual Cultural</p> <p>Specific knowledge:</p> <ul style="list-style-type: none"> • The Christmas story • The thoughtfulness of giving – taking care when choosing a gift <p>Specific Skills:</p> <ul style="list-style-type: none"> • Interpreting what makes a gift special; • Apply their knowledge of the Christmas story to understand the symbolism of the gifts 	<p>Specific Skills:</p> <ul style="list-style-type: none"> • Interpret the meaning of a good friend; • Investigate how Jesus is shown to be a good friend through Bible stories; • Evaluate how easy it was for Jesus to be a good friend in the Bible stories; • Synthesise main teachings from the Bible stories about friendship. <p>Wider Curriculum Links:</p> <p>Visits/Experiences:</p>	<p>SMSC Opportunities: Spiritual Cultural</p> <p>Specific knowledge:</p> <ul style="list-style-type: none"> • The Easter Story • The Messiah • Jesus is special to Christians <p>Specific Skills:</p> <ul style="list-style-type: none"> • Interpret what makes someone special or admirable; • Investigate why Jesus was welcomed like a king; • Discern whether Jesus wanted to be welcomed so publicly; • Evaluate whether Jesus was special; 	<p>of expressing identity and belonging, responding sensitively for themselves.</p> <p>B3: Notice and respond sensitively to some similarities between different religions and worldviews.</p> <p>British Values Link: - Rule of Law (Shabbat rules) - Individual Liberty - Mutual Respect - Tolerance of those of different faiths and beliefs</p> <p>SMSC Opportunities: Spiritual Cultural</p> <p>Specific knowledge:</p> <ul style="list-style-type: none"> • Shabbat • Seder meal • The significance of these 	<p>individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.</p> <p>B2: Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.</p> <p>B3: Notice and respond sensitively to some similarities between different religions and worldviews.</p> <p>British Values Link: - Individual Liberty - Mutual Respect - Tolerance of those of different faiths and beliefs</p> <p>SMSC Opportunities: Spiritual Cultural</p> <p>Specific knowledge:</p>
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		<p>given to baby Jesus;</p> <ul style="list-style-type: none"> • Discern what modern gifts might be given to Jesus today; • Reflect on the reasons why Jesus is a gift for Christians. <p>Wider Curriculum Links:</p> <p>Visits/Experiences:</p>		<p>Wider Curriculum Links:</p> <p>Visits/Experiences:</p>	<p>Specific Skills:</p> <ul style="list-style-type: none"> • Interpret that some days of the week are special; • Investigate the importance of Shabbat; • Empathise with why Jewish people celebrate Shabbat; • Analyse the reasons for celebrating Shabbat; • Reflect on their experience of Shabbat. <p>Wider Curriculum Links:</p> <p>Visits/Experiences:</p>	<ul style="list-style-type: none"> • Importance of Rosh Hashanah and Yom Kippur; • The blowing of the shofar to mark the start and the end; • Jewish customs during this time. <p>Specific Skills:</p> <ul style="list-style-type: none"> • Interpret a personal meaning of forgiveness; • Empathise with those who have been hurt; • Investigate what happens during Rosh Hashanah and Yom Kippur; • Discern the importance of Rosh Hashanah and Yom Kippur for Jews; • Reflect on their own achievements
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						and personal goals. Wider Curriculum Links: Visits/Experiences:
Year 2	<p><u>Topic – Is it possible to be kind to everyone all of the time?</u></p> <p>Religion Studied: Christianity</p> <p>Cumbria Agreed Syllabus 3 Aims Link: A2: Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.</p> <p>B1: Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference</p>	<p><u>Topic – Why do Christians believe God gave Jesus to the world?</u></p> <p>Religion Studied: Christianity</p> <p>Cumbria Agreed Syllabus 3 Aims Link: A1: Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.</p> <p>A2: Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of</p>	<p><u>Topic – Does praying at regular intervals help a Muslim in his/her everyday life?</u></p> <p>Religion Studied: Islam</p> <p>Cumbria Agreed Syllabus 3 Aims Link: A1: Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.</p> <p>A3: Recognise some different symbols and actions which express a community's way of life, appreciating some</p>	<p><u>Topic – How important is it to Christians that Jesus came back to life after his crucifixion?</u></p> <p>Religion Studied: Christianity</p> <p>Cumbria Agreed Syllabus 3 Aims Link: A1: Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.</p> <p>A2: Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of</p>	<p><u>Topic – Does going to a Mosque give Muslims a sense of belonging?</u></p> <p>Religion Studied: Islam</p> <p>Cumbria Agreed Syllabus 3 Aims Link: A1: Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.</p> <p>B1: Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to</p>	<p><u>Topic – Does completing Hajj make a person a better Muslim?</u></p> <p>Religion Studied: Islam</p> <p>Cumbria Agreed Syllabus 3 Aims Link: A1: Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.</p> <p>B1: Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.</p>



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	<p>belonging to a community might make.</p> <p>C2: Find out about and respond with ideas to examples of co-operation between people who are different.</p> <p>C3: Find out about questions of right and wrong and begin to express their ideas and opinions in response.</p> <p>British Values Link: - Individual Liberty - Mutual Respect - Tolerance of those of different faiths and beliefs</p> <p>SMSC Opportunities: Moral Social</p> <p>Specific knowledge:</p> <ul style="list-style-type: none"> • Jesus' teachings through: 	<p>wisdom and recognising the traditions from which they come.</p> <p>A3: Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.</p> <p>B1: Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.</p> <p>British Values Link: - Mutual Respect - Tolerance of those of different faiths and beliefs</p> <p>SMSC Opportunities: Spiritual Moral</p>	<p>similarities between communities.</p> <p>B1: Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.</p> <p>B2: Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.</p> <p>B3: Notice and respond sensitively to some similarities between different religions and worldviews.</p> <p>British Values Link: - Mutual Respect - Tolerance of those of different faiths and beliefs</p> <p>SMSC Opportunities:</p>	<p>wisdom and recognising the traditions from which they come.</p> <p>A3: Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities</p> <p>B1: Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.</p> <p>B2: Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.</p> <p>British Values Link: - Rule of Law - Mutual Respect</p>	<p>a community might make.</p> <p>B2: Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.</p> <p>B3: Notice and respond sensitively to some similarities between different religions and worldviews.</p> <p>C1: Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.</p> <p>C2: Find out about and respond with ideas to examples of co-operation between people who are different.</p>	<p>B2: Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.</p> <p>B3: Notice and respond sensitively to some similarities between different religions and worldviews.</p> <p>C1: Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.</p> <p>British Values Link: - Rule of Law (Hajj as a pillar of Islam) - Mutual Respect - Tolerance of those of different faiths and beliefs</p> <p>SMSC Opportunities: Spiritual</p>
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	<ul style="list-style-type: none"> - Good Samaritan story - Love your neighbour story - Healing the paralysed man story • How Christians live based on Jesus' teachings. <p>Specific Skills:</p> <ul style="list-style-type: none"> • Empathise with someone who has been hurt; • Interpret how easy it is to be kind all of the time; • Investigate Jesus' teachings through Bible stories; • Apply their knowledge of Bible stories 	<p>Specific knowledge:</p> <ul style="list-style-type: none"> • How Christians prepare for Christmas; • Why Christians believe God gave Jesus to the world; • Advent preparations; • Previously taught teachings of Jesus; • The Christmas story. <p>Specific Skills:</p> <ul style="list-style-type: none"> • Interpret what makes a saviour; • Investigate how Christians prepare for Christmas; • Apply knowledge of previously heard Bible stories to 	<p>Spiritual Moral Cultural</p> <p>Specific knowledge:</p> <ul style="list-style-type: none"> • Commitment to Allah • Muslim prayer structure; • The importance of praying 5 times a day for a Muslim. <p>Specific Skills:</p> <ul style="list-style-type: none"> • Empathise with those who show an intense commitment; • Investigate a Muslim's commitment to praying; • Apply their knowledge of Muslim prayers to discuss what each stage symbolises and 	<p>- Tolerance of those of different faiths and beliefs</p> <p>SMSC Opportunities: Spiritual</p> <p>Specific knowledge:</p> <ul style="list-style-type: none"> • Easter symbols; • People have different beliefs regarding what happens when someone dies; • The Easter story; • Bible stories about Jesus' resurrection. <p>Specific Skills:</p> <ul style="list-style-type: none"> • Interpret a personal meaning of life after death; • Investigate the different beliefs about what happened to 	<p>British Values Link:</p> <ul style="list-style-type: none"> - Rule of Law (prayer in the Qur'an/pillar of Islam) - Mutual Respect - Tolerance of those of different faiths and beliefs <p>SMSC Opportunities: Spiritual Cultural</p> <p>Specific knowledge:</p> <ul style="list-style-type: none"> • Mosque rituals; • Washing rituals; • Prayer in a mosque. <p>Specific Skills:</p> <ul style="list-style-type: none"> • Empathise with the feeling of belonging; • Investigate the features of a Mosque; 	<p>Moral Cultural</p> <p>Specific knowledge:</p> <ul style="list-style-type: none"> • Why Muslims complete a pilgrimage; • Hajj; • Makkah; • Significance of 5 pillars of Islam. <p>Specific Skills:</p> <ul style="list-style-type: none"> • Empathise that some journeys have a special meaning; • Investigate the relevance of Hajj to Muslims; • Apply their knowledge of Hajj to explain how Muslims feel when they complete the pilgrimage; • Evaluate whether completing Hajj
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	<p>they have heard to explain why Christians believe they should be kind to others;</p> <ul style="list-style-type: none"> • Discern whether it is possible to be kind to each other all of the time; • Reflect on how to be a better friend. <p>Wider Curriculum Links:</p> <p>Visits/Experiences:</p>	<p>explain how Jesus saved Christians;</p> <ul style="list-style-type: none"> • Discern why Christians believe God gave Jesus to the world; • Reflect on how to show love to the world. <p>Wider Curriculum Links:</p> <p>Visits/Experiences:</p>	<p>why it is significant;</p> <ul style="list-style-type: none"> • Discern whether praying at regular intervals everyday helps a Muslim in their everyday life; • Express a goal they want to achieve. <p>Wider Curriculum Links:</p> <p>Visits/Experiences:</p>	<p>Jesus after he was crucified;</p> <ul style="list-style-type: none"> • Analyse and evaluate the available information; • Discern whether they think Jesus was resurrected. <p>Wider Curriculum Links:</p> <p>Visits/Experiences:</p>	<ul style="list-style-type: none"> • Discern the value of group prayer for a Muslim; • Evaluate whether a Mosque gives Muslims a sense of belonging; • Reflect on how they can bring a sense of belonging to their class. <p>Wider Curriculum Links:</p> <p>Visits/Experiences:</p>	<p>makes a person a better Muslim;</p> <ul style="list-style-type: none"> • Express where a personal special journey would be; • Reflect on how a special journey makes you feel. <p>Wider Curriculum Links:</p> <p>Visits/Experiences:</p>
Year 3	<p><u>Topic – Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child?</u></p> <p>Religion Studied: Hinduism</p>	<p><u>Topic – Has Christmas lost its true meaning?</u></p> <p>Religion Studied: Christianity</p> <p>Cumbria Agreed Syllabus 3 Aims Link: A1: Describe and make connections between different features of the</p>	<p><u>Topic – Could Jesus heal people? Were these miracles or is there some other explanation?</u></p> <p>Religion Studied: Christianity</p> <p>Cumbria Agreed Syllabus 3 Aims Link:</p>	<p><u>Topic – What is ‘good’ about Good Friday?</u></p> <p>Religion Studied: Christianity</p> <p>Cumbria Agreed Syllabus 3 Aims Link: A1: Describe and make connections between different features of the</p>	<p><u>Topic – How can Brahman be everywhere and in everything?</u></p> <p>Religion Studied: Hinduism</p> <p>Cumbria Agreed Syllabus 3 Aims Link:</p>	<p><u>Topic – Would visiting the River Ganges feel special to a non-Hindu?</u></p> <p>Religion Studied: Hinduism</p> <p>Cumbria Agreed Syllabus 3 Aims Link: A1: Describe and make connections between</p>



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<p>Cumbria Agreed Syllabus 3 Aims Link: A1: Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.</p> <p>A3: Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.</p> <p>B2: Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities</p>	<p>religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.</p> <p>A2: 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.</p> <p>A3: Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.</p>	<p>A2: 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.</p> <p>C1: 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 (e.g.) reasoning, music, art and poetry.</p> <p>British Values Link: - Mutual Respect - Tolerance of those of different faiths and beliefs</p>	<p>religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.</p> <p>A2: 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.</p> <p>A3: Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.</p>	<p>A1: Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.</p> <p>A3: Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.</p> <p>B1: Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to</p>	<p>different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.</p> <p>A3: Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.</p> <p>B2: Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.</p> <p>British Values Link: - Rule of Law</p>
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<p>being studied and in their own lives.</p> <p>C1: 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 (e.g.) reasoning, music, art and poetry.</p> <p>British Values Link: - Rule of Law - Individual Liberty - Mutual Respect - Tolerance of those of different faiths and beliefs</p> <p>SMSC Opportunities: Social Cultural</p> <p>Specific knowledge:</p> <ul style="list-style-type: none"> • Story of Rama and Sita; • Divali celebrations; 	<p>C1: 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 (e.g.) reasoning, music, art and poetry.</p> <p>British Values Link: - Mutual Respect - Tolerance of those of different faiths and beliefs</p> <p>SMSC Opportunities: Spiritual Cultural</p> <p>Specific knowledge:</p> <ul style="list-style-type: none"> • Symbols of Christmas; • True meaning of Christmas to Christians. <p>Specific Skills:</p> <ul style="list-style-type: none"> • Interpret their own 	<p>SMSC Opportunities: Spiritual</p> <p>Specific knowledge:</p> <ul style="list-style-type: none"> • Jesus and the blind man; • The paralysed man; • Miracles performed by Jesus. <p>Specific Skills:</p> <ul style="list-style-type: none"> • Interpret the meaning of a miracle; • Investigate Christians' belief in Jesus' ability to perform miracles; • Discern whether Christians believe Jesus could perform miracles; • Evaluate whether they think Jesus 	<p>C3: Discuss and apply their own 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.</p> <p>British Values Link: - Mutual Respect - Tolerance of those of different faiths and beliefs</p> <p>SMSC Opportunities: Spiritual Moral</p> <p>Specific knowledge:</p> <ul style="list-style-type: none"> • The Last Supper; • Crucifixion story; • Why Jesus had to be crucified; <p>Specific Skills:</p>	<p>individuals and communities.</p> <p>B3: 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 worldviews.</p> <p>C1: 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 (e.g.) reasoning, music, art and poetry.</p> <p>British Values Link: - Rule of Law - Mutual Respect</p>	<p>- Mutual Respect - Tolerance of those of different faiths and beliefs</p> <p>SMSC Opportunities: Spiritual Cultural</p> <p>Specific knowledge:</p> <ul style="list-style-type: none"> • Significance of the River Gang; • Pilgrimage for Hindus. <p>Specific Skills:</p> <ul style="list-style-type: none"> • Appreciate the importance of water; • Investigate what Hindus do at the River Ganges; • Interpret the reasons why non-Hindus may visit the River Ganges; • Discern why a Hindu would make the special
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	<ul style="list-style-type: none"> • Goddess Lakshimi. <p>Specific Skills:</p> <ul style="list-style-type: none"> • Empathise with the idea that people are united because of a common belief; • Investigate how Hindus celebrate Divali; • Discern whether celebrating Divali would bring a sense of belonging to a Hindu; • Express their personal sense of belonging; • Reflect on their goals of the year. <p>Wider Curriculum Links:</p>	<p>understanding of Christmas;</p> <ul style="list-style-type: none"> • Empathise with others' experiences of Christmas; • Investigate the meaning Christmas symbols can have; • Discern the true meaning of Christmas to Christians; • Reflect on what could make the world a better place. <p>Wider Curriculum Links:</p> <p>Visits/Experiences</p>	<p>could perform miracles.</p> <p>Wider Curriculum Links:</p> <p>Visits/Experiences</p>	<ul style="list-style-type: none"> • Empathise with the idea that sometimes people need to be saved; • Investigate the symbolism of the bread and wine; • Apply knowledge of Good Friday story to explain why Jesus had to die; • Evaluate the outcomes of the Easter story and explain whether Good Friday is good; • Reflect on the ways they can show gratification to others. <p>Wider Curriculum Links:</p> <p>Visits/Experiences</p>	<p>- Tolerance of those of different faiths and beliefs</p> <p>SMSC Opportunities: Spiritual</p> <p>Specific knowledge:</p> <ul style="list-style-type: none"> • The Hindu belief that Brahman is everything and everywhere; • Hindu deities, particularly tri-murti. <p>Specific Skills:</p> <ul style="list-style-type: none"> • Empathise that one person can have many roles in life; • Investigate how Hindus use the deities in all aspects of their life; 	<p>journey to the River Ganges;</p> <ul style="list-style-type: none"> • Reflect on the significance of water for Hindus; • Express this understanding through a creative work. <p>Wider Curriculum Links:</p> <p>Visits/Experiences</p>
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	Visits/Experiences				<ul style="list-style-type: none"> • Discern whether Brahman can be everywhere and everything; • Express their understanding of Brahman through a poem. <p>Wider Curriculum Links:</p> <p>Visits/Experiences</p>	
Year 4	<p><u>Topic – How special is the relationship Jews have with God?</u></p> <p>Religion Studied: Judaism</p> <p>Cumbria Agreed Syllabus 3 Aims Link:</p> <p>A2. Describe and understand links between stories and other aspects of the communities they are</p>	<p><u>Topic – What is the most significant part of the nativity story for Christians today?</u></p> <p>Religion Studied: Christianity</p> <p>Cumbria Agreed Syllabus 3 Aims Link:</p> <p>A1: Describe and make connections between different features of the religions and</p>	<p><u>Topic – How important is it for Jewish people to do what God asks them to do?</u></p> <p>Religion Studied: Judaism</p> <p>Cumbria Agreed Syllabus 3 Aims Link:</p> <p>A1. Describe and make connections between</p>	<p><u>Topic – Is forgiveness always possible for Christians?</u></p> <p>Religion Studied: Christianity</p> <p>Cumbria Agreed Syllabus 3 Aims Link:</p> <p>A2. Describe and understand links between stories and</p>	<p><u>Topic – What is the best way for a Jew to show commitment to God?</u></p> <p>Religion Studied: Judaism</p> <p>Cumbria Agreed Syllabus 3 Aims Link:</p> <p>A1. Describe and make connections between different features of</p>	<p><u>Topic – Do people need to go to church to show they are Christians?</u></p> <p>Religion Studied: Christianity</p> <p>Cumbria Agreed Syllabus 3 Aims Link:</p> <p>A1. Describe and make connections between different features of the</p>



Progression Map: RE

	<p>investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.</p> <p>B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.</p> <p>C1: 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 (e.g.) reasoning, music, art and poetry.</p>	<p>worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.</p> <p>A2: 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.</p> <p>A3: Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.</p>	<p>different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.</p> <p>A2. 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.</p> <p>A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.</p>	<p>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.</p> <p>B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.</p> <p>C1. 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 (e.g.)</p>	<p>the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.</p> <p>A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.</p> <p>B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.</p>	<p>religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.</p> <p>A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.</p> <p>B1. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.</p> <p>B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and</p>
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Progression Map: RE

	<p>British Values Link: - Rule of Law (The Covenant/Torah) - Individual Liberty - Mutual Respect - Tolerance of those of different faiths and beliefs</p> <p>SMSC Opportunities: Spiritual Moral Cultural</p> <p>Specific knowledge:</p> <ul style="list-style-type: none"> • Jewish belief that there is only one God; • Covenant story of Abraham; • Jews' special relationship with God. <p>Specific Skills:</p> <ul style="list-style-type: none"> • Identify relationships in their lives that require mutual respect and trust; 	<p>C1: 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 (e.g.) reasoning, music, art and poetry.</p> <p>British Values Link: - Mutual Respect - Tolerance of those of different faiths and beliefs</p> <p>SMSC Opportunities: Spiritual Cultural</p> <p>Specific knowledge:</p> <ul style="list-style-type: none"> • Christmas symbols: angel, star, gifts • Incarnation • Christingle <p>Specific Skills:</p>	<p>B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.</p> <p>C1. 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 (e.g.)r 5 reasoning, music, art and poetry.</p> <p>British Values Link: - Rule of Law (Kashrut/UNCRC) - Individual Liberty - Mutual Respect - Tolerance of those of different faiths and beliefs</p>	<p>reasoning, music, art and poetry.</p> <p>C3. Discuss and apply their own 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.</p> <p>British Values Link: - Rule of Law - Individual Liberty (Jesus willingly gave his up) - Mutual Respect - Tolerance of those of different faiths and beliefs</p> <p>SMSC Opportunities: Spiritual Moral</p> <p>Specific knowledge:</p> <ul style="list-style-type: none"> • The Last Supper; • Forgiveness; 	<p>B3. 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 worldviews.</p> <p>British Values Link: - Rule of Law (The Covenant/Torah) - Individual Liberty - Mutual Respect - Tolerance of those of different faiths and beliefs</p> <p>SMSC Opportunities: Spiritual Moral Cultural</p> <p>Specific knowledge:</p> <ul style="list-style-type: none"> • Rites of Passage for Jews; • Bar/Bat Mitzvahs; 	<p>differences within and between different religions and worldviews.</p> <p>C1. 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 (e.g.) reasoning, music, art and poetry.</p> <p>British Values Link: - Individual Liberty - Mutual Respect - Tolerance of those of different faiths and beliefs</p> <p>SMSC Opportunities: Spiritual Social</p> <p>Specific knowledge:</p> <ul style="list-style-type: none"> • How Christians show their faith;
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Progression Map: RE

	<ul style="list-style-type: none"> • Investigate how Jewish stories allow Jews to believe they have a special relationship with God; • Discern whether Jews can have a special relationship with God; • Evaluate the difficulty of a Jew's life if they are living according to their covenant with God; • Reflect on a personal affirmation they can make in their own lives. 	<ul style="list-style-type: none"> • Interpret the meaning of a symbol; • Investigate how symbols are used to represent a deeper meaning to Christmas; • Evaluate the Nativity story and identify the most significant part; • Express what Christmas means to them; • Analyse what Christmas means to others. <p>Wider Curriculum Links:</p> <p>Visits/Experiences</p>	<p>SMSC Opportunities: Spiritual Cultural</p> <p>Specific knowledge:</p> <ul style="list-style-type: none"> • Kashrut rules; • Exodus from Egypt story; • Passover; • Seder meal. <p>Specific Skills:</p> <ul style="list-style-type: none"> • Empathise with how difficult a Jew may find having to obey God; • Investigate what Jews can and cannot eat; • Discern what God asks Jews to do in their daily life; • Evaluate which is the most important rule to follow; 	<ul style="list-style-type: none"> • Jesus' teaching on enemies, anger and revenge. <p>Specific Skills:</p> <ul style="list-style-type: none"> • Empathise with the idea that forgiveness can sometimes be difficult or impossible; • Apply their knowledge of Bible stories to identify what Jesus teaches Christians about forgiveness; • Evaluate whether it is possible for Christians to always forgive; • Express their understanding of forgiveness. 	<ul style="list-style-type: none"> • Jewish covenant. <p>Specific Skills:</p> <ul style="list-style-type: none"> • Appreciate that some children are not old enough to make certain decisions; • Investigate the ways in which Jews show commitment to God; • Discern why Jews have a covenant with God; • Analyse the different ways a Jew can show commitment to God and evaluate the most effective; • Synthesise the 	<ul style="list-style-type: none"> • The importance of church to Christians. <p>Specific Skills:</p> <ul style="list-style-type: none"> • Interpret what makes a place special; • Empathise with the idea that different places are special to different people; • Investigate what Christians do to show their faith; • Discern whether Christians need to go to church to practise their faith; • Synthesise what they have learned about places of importance for Christians and for non-Christians. <p>Wider Curriculum Links:</p>
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Progression Map: RE

	<p>Wider Curriculum Links:</p> <p>Visits/Experiences</p>		<ul style="list-style-type: none"> • Reflect on the rules or rights in their life that might be just as important to them. <p>Wider Curriculum Links:</p> <p>Visits/Experiences</p>	<p>Wider Curriculum Links:</p> <p>Visits/Experiences</p>	<p>commitments they and their classmates have.</p> <p>Wider Curriculum Links:</p> <p>Visits/Experiences</p>	<p>Visits/Experiences</p>
Year 5	<p><u>Topic – How far would a Sikh go for his/her religion?</u></p> <p>Religion Studied: Sikhism</p> <p>Cumbria Agreed Syllabus 3 Aims Link:</p> <p>A1. Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life,</p>	<p><u>Topic – Is the Christmas story true?</u></p> <p>Religion Studied: Christianity</p> <p>Cumbria Agreed Syllabus 3 Aims Link:</p> <p>A1. Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life,</p>	<p><u>Topic – Are Sikh stories important today?</u></p> <p>Religion Studied: Sikhism</p> <p>Cumbria Agreed Syllabus 3 Aims Link:</p> <p>A2. 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</p>	<p><u>Topic – How significant is it for Christians to believe God intended Jesus to die?</u></p> <p>Religion Studied: Christianity</p> <p>Cumbria Agreed Syllabus 3 Aims Link:</p> <p>A1. Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark</p>	<p><u>Topic – What is the best way for a Sikh to show commitment to God?</u></p> <p>Religion Studied: Sikhism</p> <p>Cumbria Agreed Syllabus 3 Aims Link:</p> <p>A1. Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which</p>	<p><u>Topic – What is the best way for a Christian to show commitment to God?</u></p> <p>Religion Studied: Christianity</p> <p>Cumbria Agreed Syllabus 3 Aims Link:</p> <p>A1. Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life,</p>



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	<p>in order to reflect on their significance.</p> <p>A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.</p> <p>B1. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.</p> <p>B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.</p>	<p>in order to reflect on their significance.</p> <p>A2. 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.</p> <p>C1. 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 (e.g.) reasoning, music, art and poetry.</p> <p>C3. Discuss and apply their own and others' ideas about ethical</p>	<p>from them in different communities.</p> <p>A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.</p> <p>B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.</p> <p>B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different</p>	<p>important points in life, in order to reflect on their significance.</p> <p>A2. 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.</p> <p>C1. 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 (e.g.) reasoning, music, art and poetry.</p> <p>C3. Discuss and apply their own and others' ideas about ethical</p>	<p>mark important points in life, in order to reflect on their significance.</p> <p>A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.</p> <p>B1. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.</p> <p>B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be</p>	<p>in order to reflect on their significance.</p> <p>A2. 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.</p> <p>A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.</p> <p>B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities</p>
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Progression Map: RE

	<p>C3. Discuss and apply their own 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</p> <p>British Values Link:</p> <ul style="list-style-type: none"> - Rule of Law (Vedas) - Individual Liberty (How much does a Sikh give up) - Mutual Respect - Tolerance of those of different faiths and beliefs <p>SMSC Opportunities:</p> <p>Spiritual Cultural</p> <p>Specific knowledge:</p> <ul style="list-style-type: none"> • Guru Nanak; • The Langar; • The Golden Temple of Amritsar; 	<p>questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.</p> <p>British Values Link:</p> <ul style="list-style-type: none"> - Mutual Respect - Tolerance of those of different faiths and beliefs <p>SMSC Opportunities:</p> <p>Spiritual Moral</p> <p>Specific knowledge:</p> <ul style="list-style-type: none"> • Different accounts of the Christmas story; • The meaning of Jesus' birth to Christians. <p>Specific Skills:</p> <ul style="list-style-type: none"> • Interpret the definition of 'true'; 	<p>religions and worldviews.</p> <p>C1. 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 (e.g.) reasoning, music, art and poetry.</p> <p>British Values Link:</p> <ul style="list-style-type: none"> - Rule of Law (Guru Granth Sahib) - Mutual Respect - Tolerance of those of different faiths and beliefs <p>SMSC Opportunities:</p> <p>Spiritual Moral</p> <p>Specific knowledge:</p> <ul style="list-style-type: none"> • Sikh stories; • Their relevance today for both 	<p>questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.</p> <p>British Values Link:</p> <ul style="list-style-type: none"> - Mutual Respect - Tolerance of those of different faiths and beliefs <p>SMSC Opportunities:</p> <p>Spiritual Moral</p> <p>Specific knowledge:</p> <ul style="list-style-type: none"> • Last Supper • Holy week • Crucifixion <p>Specific Skills:</p> <ul style="list-style-type: none"> • Interpret the things we have control over in life; • Empathise with the idea that some people believe 	<p>valuable, both in the diverse communities being studied and in their own lives.</p> <p>C2. 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.</p> <p>C3. Discuss and apply their own 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.</p> <p>British Values Link:</p> <ul style="list-style-type: none"> - Rule of Law (Guru Granth Sahib) - Mutual Respect 	<p>being studied and in their own lives.</p> <p>B3. 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 worldviews.</p> <p>British Values Link:</p> <ul style="list-style-type: none"> - Rule of Law (10 commandments) - Individual Liberty (Martin Luther King) - Mutual Respect - Tolerance of those of different faiths and beliefs <p>SMSC Opportunities:</p> <p>Spiritual Cultural</p> <p>Specific knowledge:</p> <ul style="list-style-type: none"> • 10 commandments; • The ways Christians show
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Progression Map: RE

	<ul style="list-style-type: none"> • Marriage; • 5 Ks; • Formation of the Khalsa. <p>Specific Skills:</p> <ul style="list-style-type: none"> • Empathise with the intensity of some commitments; • Investigate the ways Sikhs show commitment to God; • Evaluate each aspect studied and analyse which shows the most sacrifice; • Reflect on the level of commitment they show in their lives. <p>Wider Curriculum Links:</p>	<ul style="list-style-type: none"> • Appreciate that different viewpoints will arise from the same events; • Investigate different accounts of the Christmas story; • Apply this knowledge to decipher whether the Christmas story is true; • Analyse whether this matters to Christians; • Reflect on stories that have meaning to them. <p>Wider Curriculum Links:</p> <p>Visits/Experiences</p>	<p>Sikhs and non-Sikhs.</p> <p>Specific Skills:</p> <ul style="list-style-type: none"> • Interpret the meaning of a special book; • Investigate the stories Sikhs are told; • Discern the meaning behind these stories; • Evaluate the relevance of these stories today; • Reflect on the relevance of these stories in the lives of non-Sikhs. <p>Wider Curriculum Links:</p> <p>Visits/Experiences</p>	<p>their life has already been planned out;</p> <ul style="list-style-type: none"> • Investigate whether Jesus was aware of his impending crucifixion; • Analyse the evidence from Bible stories; • Evaluate whether it was Jesus' purpose to be crucified; • Reflect on their purpose in life; • Synthesise what they have learned to create their own ambitions. <p>Wider Curriculum Links:</p> <p>Visits/Experiences</p>	<p>- Tolerance of those of different faiths and beliefs</p> <p>SMSC Opportunities: Spiritual Moral</p> <p>Specific knowledge:</p> <ul style="list-style-type: none"> • 5 Ks; • Gurdwara; • Sewa. <p>Specific Skills:</p> <ul style="list-style-type: none"> • Empathise that some religious people may find it difficult to stay committed to their faith in our society; • Investigate the different practices that enable Sikhs to show their commitment to God; 	<p>commitment to God.</p> <p>Specific Skills:</p> <ul style="list-style-type: none"> • Interpret whether it is ever okay to tell a lie; • Investigate the commitments a Christian makes by following the 10 commandments; • Analyse the ways Christians can show commitment to their God; • Discern which they believe to be the best way; • Synthesise what they have learned to express what commitment means to them. <p>Wider Curriculum Links:</p>
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Progression Map: RE

	Visits/Experiences				<ul style="list-style-type: none"> Evaluate the best way to show commitment to God; Reflect on why Sikhs may find it difficult to show commitment to God. <p>Wider Curriculum Links:</p> <p>Visits/Experiences</p>	Visits/Experiences
Year 6	<p><u>Topic – What is the best way for a Muslim to show commitment to God?</u></p> <p>Religion Studied: Islam</p> <p>Cumbria Agreed Syllabus Progress Link:</p> <p>A1. Describe and make connections between different features of the religions and worldviews they study,</p>	<p><u>Topic – Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?</u></p> <p>Religion Studied: Christianity</p> <p>Cumbria Agreed Syllabus Progress Link:</p> <p>A1. Describe and make connections between different features of the</p>	<p><u>Topic – Is anything ever eternal?</u></p> <p>Religion Studied: Christianity</p> <p>Cumbria Agreed Syllabus Progress Link:</p> <p>A1. Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship,</p>	<p><u>Topic – Is Christianity still a strong religion 2000 years after Jesus was on Earth?</u></p> <p>Religion Studied: Christianity</p> <p>Cumbria Agreed Syllabus Progress Link:</p> <p>A1. Describe and make connections between different features of the religions and worldviews they study, discovering more about</p>	<p><u>Topic – Does belief in Akhirah (life after death) help Muslims lead good lives?</u></p> <p>Religion Studied: Islam</p> <p>Cumbria Agreed Syllabus Progress Link:</p> <p>A1. Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.</p> <p>A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.</p>	



Progression Map: RE

<p>discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.</p> <p>A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.</p> <p>B1. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.</p> <p>B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a</p>	<p>religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.</p> <p>A2. 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.</p> <p>A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.</p>	<p>pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.</p> <p>A2. 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.</p> <p>A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.</p> <p>B2. Understand the challenges of commitment to a community of faith or belief, suggesting why</p>	<p>celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.</p> <p>A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.</p> <p>B1. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.</p> <p>B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be</p>	<p>B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.</p> <p>B3. 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 worldviews.</p> <p>C1. 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 (e.g.) reasoning, music, art and poetry.</p> <p>C2. 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.</p> <p>C3. Discuss and apply their own 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</p> <p>British Values Link: -Democracy (respecting law an leading peaceful lives)</p>
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Progression Map: RE

	<p>community may be valuable, both in the diverse communities being studied and in their own lives.</p> <p>B3. 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 worldviews.</p> <p>British Values Link:</p> <ul style="list-style-type: none"> - Rule of Law (5 pillars) - Individual Liberty - Mutual Respect - Tolerance of those of different faiths and beliefs <p>SMSC Opportunities:</p> <p>Spiritual Cultural</p> <p>Specific knowledge:</p>	<p>B1. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.</p> <p>C1. 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 (e.g.) reasoning, music, art and poetry.</p> <p>British Values Link:</p> <ul style="list-style-type: none"> - Democracy (class vote) - Individual Liberty (her choice) - Mutual Respect - Tolerance of those of different faiths and beliefs 	<p>belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.</p> <p>C1. 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 (e.g.) reasoning, music, art and poetry.</p> <p>C3. Discuss and apply their own 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.</p> <p>British Values Link:</p> <ul style="list-style-type: none"> - Mutual Respect 	<p>valuable, both in the diverse communities being studied and in their own lives.</p> <p>C1. 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 (e.g.) reasoning, music, art and poetry.</p> <p>C3. Discuss and apply their own 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.</p> <p>British Values Link:</p> <ul style="list-style-type: none"> - Democracy - Rule of Law - Individual Liberty 	<ul style="list-style-type: none"> - Rule of Law (Qur'an) - Individual Liberty - Mutual Respect - Tolerance of those of different faiths and beliefs <p>SMSC Opportunities:</p> <p>Moral Social</p> <p>Specific knowledge:</p> <ul style="list-style-type: none"> • Actions/consequences • Greater Jihad • Military Jihad • Lesser Jihad/Holy War <p>Specific Skills:</p> <ul style="list-style-type: none"> • Empathise with those that do wrong for the right reasons; • Investigate the effort Muslims go through to prepare for Akhirah; • Analyse the ways Muslims try to live a good life; • Express their own understanding of how a Muslim can be 'righteous'; • Interpret why people may have interpretations of the same thing; • Investigate the lengths some Muslims go to, to fight for their faith; • Analyse whether belief in Akhirah helps Muslims to live a good life?
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Progression Map: RE

	<ul style="list-style-type: none"> • 5 pillars of Islam; • The ways Muslims show commitment to God. <p>Specific Skills:</p> <ul style="list-style-type: none"> • Empathise with the effort that is required when showing a commitment; • Investigate the ways in which a Muslim shows commitment to God; • Discern why they show commitment to God; • Evaluate the most effective way to show commitment to God; • Reflect on the commitments in their own life; 	<p>SMSC Opportunities: Spiritual Cultural</p> <p>Specific knowledge:</p> <ul style="list-style-type: none"> • Celebrations and traditions; • Symbols of Christmas. <p>Specific Skills:</p> <ul style="list-style-type: none"> • Interpret their favourite celebration; • Investigate the different ways in which Christmas is celebrated; • Discern whether a celebration can help a Christian to remember what God wants them to; • Analyse the relevance of people 	<p>- Tolerance of those of different faiths and beliefs</p> <p>SMSC Opportunities: Spiritual Moral</p> <p>Specific knowledge:</p> <ul style="list-style-type: none"> • Jesus' teachings and parables • Agape • Heaven and Hell <p>Specific Skills:</p> <ul style="list-style-type: none"> • Interpret whether anything is eternal; • Investigate the ways Jesus taught about love; • Apply this knowledge to decide who can go to heaven; 	<p>- Mutual Respect - Tolerance of those of different faiths and beliefs</p> <p>SMSC Opportunities: Cultural Social</p> <p>Specific knowledge:</p> <ul style="list-style-type: none"> • Christian Festivals • Christian Charities • Christianity in society <p>Specific Skills:</p> <ul style="list-style-type: none"> • Interpret what makes someone influential; • Investigate Christianity's influence in modern society; • Evaluate the research found on this topic; 	<ul style="list-style-type: none"> • Express their own positive vision for the world. <p>Wider Curriculum Links:</p> <p>Visits/Experiences</p>
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Progression Map: RE

	<ul style="list-style-type: none"> • Synthesise what they have learned to create an affirmation for this commitment. <p>Wider Curriculum Links:</p> <p>Visits/Experiences</p>	<p>celebrating Christmas without thinking of Jesus;</p> <ul style="list-style-type: none"> • Synthesise their learning to express their understanding that Jesus is both God and human. <p>Wider Curriculum Links:</p> <p>Visits/Experiences</p>	<ul style="list-style-type: none"> • Discern whether Christians believe in anything being eternal; • Reflect on the importance of living a good life. <p>Wider Curriculum Links:</p> <p>Visits/Experiences</p>	<ul style="list-style-type: none"> • Discern whether Christianity is still a strong religion today across the world; • Express their own views on the most important beliefs/rules for a religion. <p>Wider Curriculum Links:</p> <p>Visits/Experiences</p>	
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