

RE Progression Map

Overall Progression

Explore → Describe → Explain → Compare → Analyse

<u>Phase</u>	<u>Progression</u>
EYFS	Experience, explore and talk about religious stories, objects and celebrations
Key Stage 1	Describe, retell and recognise meaning in religious stories and practices
Lower KS2	Explain beliefs, make links between belief and practice
Upper KS2	Compare, interpret and analyse beliefs, practices and sources

Knowledge and Understanding Progression

- EYFS: Encounter key stories (Creation, Nativity, Easter) and explore celebrations and artefacts
- KS1: Describe key features (church, Bible, Jesus) and retell important stories
- LKS2: Explain beliefs, practices and symbolism within religions
- UKS2: Compare, interpret and analyse religious ideas including theological concepts

Key Concept Progression

Concept	EYFS/KS1	LKS2	UKS2
Belief	Stories about God/Jesus	Explain beliefs	Analyse beliefs
Worship	Festivals, church visits	Prayer and rituals	Diversity of worship
Celebration	Christmas/Easter	Advent, Lent	Themes and comparisons
Community	Family celebrations	Belonging to groups	Local/global communities
Authority	Bible stories	Bible as sacred	Interpretation of texts

End of Key Stage 2 Outcomes

- Explain key beliefs and practices of major world religions
- Describe how beliefs influence people's lives
- Compare similarities and differences within and between religions
- Interpret religious stories, symbols and teachings
- Recognise diversity within religions

RE at Grasmere

Religious Education is delivered through a structured and progressive curriculum, supported by weekly RE assemblies and a consistent approach to recording learning. Weekly assemblies enhance pupils' understanding of religion and worldviews by exploring key festivals, important themes and stories from the Bible, helping to reinforce and extend classroom learning.

Across the school, all classes use a floor book to record their RE learning. This provides a clear record of progression over time. Floor books include the title of each topic, dates and terms, photographic evidence, examples of pupils' work, and shared ideas and reflections such as mind maps.

Throughout the year, a range of religious festivals are explored to broaden pupils' understanding of the world, different religions and the local community. This ensures that pupils develop an appreciation of diversity and the lived experience of faith

Year **2026-2027**

Year 1/2- Year A

Year 3/4 - Year A

Year 5/6 – Year A

KS2 Unit (Squirrels)- Year 3

Units in KS1 and KS2 are delivered through rolling programmes to support mixed-age teaching. KS1 units build progressively from EYFS, while KS2 follows a four-year rolling programme, ensuring all pupils access the full curriculum with appropriate challenge for their stage.

RE Curriculum Mapping- EYFS and KS1

Key vocabulary written in purple.

RE Curriculum Mapping EYFS and Key Stage 1				
Term	Nursery	Reception	Year 1/2 Year A	Year 1/2 Year B
Autumn 1	Let's find out about Harvest. Link to the growth of food and farmers.	Let's find out about Harvest in a church. Link this to God as the Creator and look at the story of creation .	What can we learn about Christianity from visiting a church? Investigate the features - cross, pulpit, lectern, altar, candles, icons, font, statues . Find out about Sunday worship in church - words and actions, prayers, reading from the bible, sermon, hymns, music, Eucharist, role of the vicar .	Why is Jesus special to Christians? Through stories about his life eg parables learn about Jesus as a healer, miracle worker and a teacher , someone who helped and cared for others. Key teaching of Jesus - love God, love your neighbour as yourself.

			Religious identity and belonging expressed through baptism, services of dedication, (symbols, words, actions, vows, promises)	
Autumn 2 How and why is Christmas celebrated by Christians?	Let's find out about the Christmas story. Read the Nativity story and find out about who visited Jesus in the stable. Use role play the Nativity Let's find out about Diwali . Investigate and make artefacts eg, Rangoli designs and tea light holders	Let's find out about the Christmas story. Read the Nativity story and find out about who visited Jesus in the stable. Use role play the Nativity Let's find out about Diwali . Investigate and make artefacts eg, Rangoli designs and tea light holders	How do Christians celebrate Christmas? Look at the Christmas Nativity story and link this to things Christians do eg. Visit church, share gifts, celebrate the birth of Jesus.	Why are gifts given at Christmas? Focus on the story of the Three Wise Men and the symbolic tributes they give to baby Jesus during the story of the Nativity . Melchior, Caspar and Balthasar give the gifts of gold, frankincense and myrrh . Frankincense represents worship. Gold is a symbol of kingship. Myrrh is a perfume symbolising death and mourning.
Spring 1	Let's find out about Chinese New Year. Use role play and make artefacts eg, lanterns	Let's find out about Chinese New Year. Listen to the story of the animals from the Chinese zodiac. Explore artefacts from different religions. Eg, Menorah, cross, prayer mat, dreidel . What do different religions eat? Explore traditional foods eg, latkes, fish, hot cross buns, simnel cake, pancakes , what they do not eat etc.	What is a religion? (Through discussion) Find out what are the main religions of the world? (Christianity, Buddhism, Hinduism, Islam, Sikhism, Judaism) What are their major values and key holidays/festivals?	What is a religion? (Through discussion) Find out what are the main religions of the world? (Christianity, Buddhism, Hinduism, Islam, Sikhism, Judaism) What are their major values and key holidays/festivals? Look at what people do at the festivals to celebrate. Eg Diwali

Spring 2 How and why is Easter celebrated by Christians?	Let's find out about the Easter story. Read the Easter story.	Let's find out about Easter celebrations in churches. Read the Easter story and look at what people do in church at Easter.	What is the Easter story? Why is Jesus special to Christians? Through the Easter story and Jesus' Incarnation and Salvation discuss how this is important to Christians.	What is the Easter story? Find out about the Easter story? Link to how we celebrate Easter and compare to celebrations of Spring, eg, Easter Bunny.
Summer 1	Let's find out about the Bible. Read stories from the bible Eg, Noahs Ark	Let's find out about the Bible. Read stories from the bible Noahs Ark David and Goliath Daniel and the Lion	Stories from the bible. Look at the story of Noahs Ark. Look at the story of The Good Samaritan. Link to British Values and school values.	Let's hear some stories Jesus told (Lost Sheep, Lost Coin) Link to school values
Summer 2	Read stories from different religions.	Let's find out about different religions. Look at and compare religious building, books and clothes. Synagogue, temple, church, mosque, gurdwara, Mandir. Bible, Qu'ran, Torah	Judaism Why do Jewish people go to the synagogue? How the Torah is a scared scroll that is treated with respect and has a special place in the synagogue.	How do Jewish people express their beliefs in the home? Find out about Shabbat an the symbolic objects they use in home at Shabbat. How the Mezuzah, Menorah, Kippah and Tallit express Jewish beliefs.
	Whole School Approach	Christianity	Other Core Religions	
	Diversity and Community			

RE Curriculum Mapping- KS2

Term	Year 3 A	Year 4 B	Year 5 A	Year 6 B
Autumn 1	What can we learn about Christian worship and beliefs by visiting a church? How church buildings, symbolic objects and actions are used to express beliefs and feelings e.g. liturgical colours, special clothes, cross, candle, the rosary, praying hands, kneeling, raising hands, statues, banners, windows, altar and pulpit cloths. Introduction to diversity of practice in worship in different churches. Prayer and its importance for Christians, including different types of prayer (adoration, confession, thanksgiving, supplication), The Lord's Prayer, individual prayer, aids to prayer. How commitment, belonging and religious identity are expressed through rituals and ceremonies e.g. first communion, confirmation, membership ceremony. • The significance of Cathedrals (and other important Christian places in the North East.	What do we know about the Bible and why it is important to Christianity? The Bible as the sacred book, the 'Big Picture' story of the Bible in showing God's relationship with humanity: Creation and Fall, Incarnation, Salvation; its importance and impact for Christians today. How the Bible is used in private and communal worship and everyday living. Different types of writing (Old Testament and New Testament); introduction to literal and non-literal interpretations of the Bible today.	What do Christians believe about Jesus? The significance of Jesus as the Son of God in Christian belief shown through key events in his life: birth, baptism, temptation, ministry, entry into Jerusalem, arrest, trial, crucifixion, resurrection. The ministry of Jesus and Christian beliefs about Jesus: - Jesus as teacher including selected parables • Jesus as miracle worker - healing miracles, nature miracles • Jesus having power to change lives e.g. disciples	What do Christians believe about God? The nature of God as Creator, Just, Ruler, Loving, Holy, Powerful, God who provides and forgives. Shown through metaphors for God (e.g. God as Potter, Father, Rock, Shepherd, Shield) and through stories, symbols, art, icons. The otherness of God (transcendent) who inspires awe, wonder, devotion. Introduction to God as Trinity (Father, Son, Holy Spirit): creator God, saving God, powerful God.

Term	Year 3 A	Year 4 B	Year 5 A	Year 6 B
Autumn 2 How and why is Christmas celebrated by Christians? At the end of this term children will take part in a school Nativity.	How and why is Advent important to Christians? The word 'advent' literally means 'coming' and it is a time of reflection on the coming of Christ into the world at his birth. It is also a time of preparation when Christians think about the second coming of Christ and what they need to do to be ready for his return. Find out about Advent customs - Advent Wreath, Advent calendar, charity events. This will be linked to the Christmas story and the birth of Jesus.	Why do Christians call Jesus the light of the world? Link back to Y3 and learning about Advent. (The white candle in the middle of the Advent ring.) Isiah 's prophecy - the birth of Christ where people will move from darkness into light. Think about the meaning and images of people with halos in paintings and stain glass windows. This will be linked to the Christmas story and the birth of Jesus.	What are the themes of Christmas? Compare religious and secular celebrations. Look at songs - Carols follow the Christian story of the birth of Jesus. some mention parties, Christmas trees, snow and Santa. . But some mention love, peace giving and joy, light over darkness eg, Do they know its Christmas? Band Aid. Investigate which things are associated with Christian beliefs or are secular. Christmas cards, Advent ring, Star, Nativity, Christmas tree, Presents, Christingle, Holly, Tinsel, Father Christmas. This will be linked to the Christmas story and the birth of Jesus.	What do the gospels tell us about the birth of Jesus? Children should write what they know about the story of Christmas. Compare their version to the gospels of Matthew and Luke. Compare the two gospels and identify similarities and differences between them. Think about what their Christmas message conveys. This will be linked to the Christmas story and the birth of Jesus.

Term	Year 3 A	Year 4 B	Year 5 A	Year 6 B
Spring 1 Link to World Religion Day	What can we learn about our local faith communities? What is a religion? Find out about 6 main religions and Baha'i (Hinduism, Judaism, Christianity, Islam, Sikhism, Buddhism, where they originated. What are their main beliefs and key holidays/festivals. Match key concepts or terms of religions.	What can we learn about our local faith communities? Recap - What is a religion? The 6 main religions and Baha'i and where they originated. Their main beliefs and key holidays/festivals. Create a map showing where they originated. Make a timeline. Where are the religions now and how many people practice them? Develop a trivia quiz.	What can we learn about our local faith communities? Recap - What is a religion? The 6 main religions and Baha'i and where they originated. Their main beliefs and key holidays/festivals. Recap map and timeline, where the religions are now and how many people practice them. Investigate similarities and differences. Make a presentation.	What can we learn about our local faith communities? Recap - What is a religion? The 6 main religions and Baha'i and where they originated. Their main beliefs and key holidays/festivals. Recap map and timeline, where the religions are now and how many people practice them. Investigate similarities and differences. Which religions are monotheism, polytheism or non-theism? Make a presentation. Investigate religions in the Newcastle area.
Spring 2 How and why is Easter celebrated by Christians?	What do Christians remember about Palm Sunday? This is the start of Holy Week. Children find out about Jesus' triumphant arrival into Jerusalem on a donkey and why it was important. Use this as the start of the story of Easter.	Why is Lent such an important period for Christians? Beginning on Ash Wednesday, it is where Christian's spend 40 days of reflection and preparation before the Easter celebrations. It is the replication of Jesus' sacrifice and withdrawal into the desert for 40 days. Use this as a lead up to learning about the Easter story.	Why is the Last Supper so important to Christians? As part of learning about the Easter story children will learn about the significance of the last supper. Jesus identified bread and wine as symbolic of his body and blood. It also precedes Jesus' betrayal and arrest.	Why are Good Friday and Easter Day the most important days for Christians? As part of the Easter story the children will learn about Good Friday and Easter Day and how their significance is important to Christians - the crucifixion of Jesus and the resurrection.

Term	Year 3 A	Year 4 B	Year 5 A	Year 6 B
Summer 1	How do Hindus worship? One God (Brahman) represented and worshipped in many forms - Brahma , Vishnu , Shiva . The story of Rama and Sita. (Diwali) Investigate how they worship at home and in the Mandi . Pilgrimages to sacred sites.	can we find out about Buddha? Find out about Buddha's life, his birth, growing up as Prince Siddhartha , giving up his life in the palace and why, the symbol of the Bodhi tree . What	What do Muslims believe? The nature of Allah in the Qur'an . Research the 99 names of Allah. Shirk (not associating anything or anyone with Allah) Muhammad (peace be upon him) is the final prophet. The five pillars of Islam.	What do Sikhs believe and how do they worship? Find out about how Sikhs believe in one God who is the Creator, Sustainer, Truth, without image, without fear, timeless . Describe God in the MoolMantar/Mool Mantra symbolised in Ik Onkar . Introduce the 10 human Gurus . Thy worship in a Gurdwara and the beliefs and feelings are expressed through Baisakhi . Research the 5Ks and their significance and the Amrit ceremony .
Summer 2	What do Hindus believe? Find out about their belief in karma and ashima impacting behaviour and actions. Eg Seva - service to others Non-violence, vegetarianism, food laws. How their beliefs will affect issues like the environment, care of others.	How do Buddhists show their beliefs? Where they worship and artefacts used, meditation . Investigate how the live - showing compassion , generosity , honesty and patience and the importance of Buddhist community.	How do Muslims worship? Worship in the mosque, call to prayer, Sarah prayer , wudu (washing), meanings of the position of prayer, Friday prayer (Jummah) How beliefs are expressed through Hajj. Muslim children commit to Islam through mosque school. The moral codes they follow (ummah , Zakah , Sadaqah)	Statutory Bridging Unit What do we know about Christianity? Children will consolidate what they know about Christianity looking at Belief, Authority, Expressions of Belief, Impact of Belief . Link to learning from previous lessons in KS2.
	Whole School Approach	Christianity	Other Core Religions	Diversity and Community
		Progression Skills		

The words written in purple are the key vocabulary.