SAFFRON
ACADEMY TRUST



# Religious Education Progression Map

*An enquiry-led, multi-faith syllabus viewed, considered, and explored through three distinct lenses*



# Theology

**There are four knowledge strands for theology:**

A. Where beliefs come from
B. How beliefs change over time
C. How beliefs relate to each other
D. How beliefs shape the way believers see the world

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| Strand | Early Years | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|---|---|
| A. Where beliefs come from | Give a simple recount of a story used by Christians. | 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 rec- ognise a link with a belief.<br><br>Recognise different types of writing from within one text. | Show awareness of different sources of authority and how they link with beliefs.<br><br>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.<br><br>Give examples of different writings and different ways in which believers interpret sources of authority. | Describe different sources of authority and how they link with beliefs.<br><br>Describe a range of different interpreta- tions 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.<br><br>Begin to discuss the reliability and authenticity of texts that are authoritative for a group of believers. |
| B. How beliefs change over time | | | | Recognise that beliefs are influenced by events in the past and present. | Identify events in history and society which have influenced some religious and non-religious worldviews. | Describe how events in history and society have influenced some | |
| C. How beliefs relate to each other | Recognise connections between different Christian beliefs. | 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.<br><br>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.<br><br>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.<br><br>Describe some of the key theological similarities and differences between and within religions and worldviews. | Explain connections between different beliefs being studied and link them to sources of authority using theological terms.<br><br>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 | Give an example of how Christian festivals and celebration show their belief in God. | Give an example of how Jews use beliefs to guide their daily lives. | Give different examples of how beliefs influence daily life. | Recognise ways in which beliefs might make Muslims 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 Christian 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 Hindus view the world in which they live and how they view others. | Explain and discuss how beliefs shape the way Buddhists view the world in which they live and how they view others and connect this to other religions. . |



# Philosophy

**There are three knowledge strands for philosophy:**

A. The nature of knowledge, meaning and existence

B. How and whether things makesense

C. Issues of right and wrong, good and bad

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| Strand | Early Years | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|---|---|
| **A.** The nature of knowledge, meaning and existence | | Ask questions about the world around them and talk about these questions.<br><br>Begin to make connections between using their senses and what they know about the world around them. | Talk about the questions a story or practice from a religion or worldview might make them ask about the world around them.<br><br>Talk about what people mean when they say they 'know' something. | Recognise that there are many different religious and non-religious answers to questions people raise about the world around them.<br><br>Talk about the difference between knowing and believing. | Describe different philosophical answers to questions about the world around them, including questions relating to meaning and existence.<br><br>Begin to use philosophical vocabulary when discussing issues relating to truth, reality and knowledge. | Explain different philosophical answers to questions about the world around them, including questions relating to meaning and existence.<br><br>Explain some of the different ways in which philosophers understand abstract concepts. | Begin to analyse and evaluate a range of philosophical answers to questions about the world around them, including questions relating to meaning and existence.<br><br>Begin to analyse and evaluate different ways in which philosophers understand abstract concepts. |
| **B.** How and whether things makesense | | 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. | 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. |
| **C.** Issues of right and wrong, good and bad | | 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'.<br><br>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. |

# Human & Social Science

**There are three knowledge strands for Human & Social Science:**

A. The diverse nature of religion
B. Diverse ways in which people practice and express beliefs
C. The ways in which beliefs shape individual identity, and impact on communities and society and vice versa

| Strand | Early Years | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|---|---|
| A. Thediversenatureof religion | | 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 believ- er'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. |
| B. Diversewaysinwhich people practice and express beliefs | | Recognise some of the symbols, artefacts and practices used by people of different religions and beliefs in the local area. | Identify evidence of religion and belief especially in the local area. | Identify some similarities and differences in how people practise and express beliefs both within and between at least two different religions/ worldviews. | 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. | 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. | 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. |
| C. The ways in which beliefs shape individual identity, and impact on communities and society and vice versa | | 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. |

# Buddhism

| Focus Lens | Key Stage 1 | Key Stage 2 |
|---|---|---|
| | **Introduce:** | **Develop understanding of:** |
| **Theology:**<br><br>Ask Questions as a Believer | • Varying beliefs about God. Concepts: The Buddha and Triple Refuge, The Jakata tales and Tipitaka | • Concepts: the Buddha, Four Noble truths, the cycle of birth, death and rebirth, and the Five Precepts.<br>• The varying beliefs about God.<br>• The Jakata tales, Tipitaka and Metta Sutta. Key writings of Buddhist teachers.<br>• How Buddha's experience impacted on beliefs. |
| **Philosophy:**<br><br>Ask Questions as a Thinker | • Key philosophical vocabulary Ways of reasoning<br>• Make links between belief and behaviour | • The different views about the nature of knowledge, meaning and existence.<br>• Links between suffering and the Four Noble Truths.<br>• Buddhist perspectives on moral issues and consideration of the consequences of action in relation to karma. |
| **Human/Social Sciences:**<br><br>Ask Questions as a Scientist | • Key vocabulary associated with the study of Buddhism.<br>• Monasteries, temples, festivals, ceremonies, devotion and symbolism as expressions of Buddhism.<br>• The importance of not hurting living things and Buddhist stories on daily life. | • Key vocabulary and global diversity associated with the study of Buddhism.<br>• Meditation and study, festivals and pilgrimage and symbolism.<br>• Varying practice, and the importance of looking after the environment. |

# Christianity

| | Key Stage 1 | Key Stage 2 |
|---|---|---|
| | **Introduce:** | **Develop understanding of:** |
| **Theology:**<br><br>Ask Questions as a Believer | • Concepts: Creation, God, incarnation, and salvation.<br>• The life and teachings of Jesus.<br>• The Bible as a sacred text for Christians and its different genres. | • Concepts: Creation and Fall, God (Trinity), Incarnation, and Salvation.<br>• The life and teachings of Jesus. Sources of authority such as the Bible, creeds, tradition and different genres and interpretations.<br>• Key teachings from important Christian thinkers.<br>• How events in society have influenced Christian beliefs. |
| **Philosophy:**<br><br>Ask Questions as a Thinker | • Key philosophical vocabulary<br>• Ways of reasoning.<br>• Make links between belief and behaviour. | • The different views about the nature of knowledge, meaning and existence.<br>• The work of one key Christian philosopher Ethical theory, including the importance of love and forgiveness within Christian tradition.<br>• Christian perspectives on moral issues. |
| **Human/Social Sciences:**<br><br>Ask Questions as a Scientist | • Key vocabulary associated with the study of Christianity.<br>• The local church(es), symbolism and artefacts as expressions of Christianity.<br>• The importance of rites of passage, worship, gathering and celebrations | • Key vocabulary and global diversity associated with the study of Christianity.<br>• The church, worship and festivals.<br>• The impact of Christian teachings on daily life, the varying expressions of prayer, cultural expressions of the Christian faith and the role of the Christian community in charity work. |

# Hinduism

| | Key Stage 1 | Key Stage 2 |
|---|---|---|
| | **Introduce:** | **Develop understanding of:** |
| **Theology:**<br><br>Ask Questions as a Believer | • Concepts: Brahman and Avatars.<br>• HinduHolyBooksincludingtheRamayana. | • Concepts: Brahman, Ataman, Avatars, Ahimsa, Samsara and Karma.<br>• The oral tradition and the Vedas, different genre and interpretations.<br>• Examples of teachings of Hindu teachers.<br>• Examples of events and experiences which have impacted on Hindu beliefs. |
| **Philosophy:**<br><br>Ask Questions as a Thinker | • Key philosophical vocabulary. Ways of reasoning.<br>• Make links between belief and behaviour. | • The different views about the nature of knowledge, meaning and existence.<br>• Introducing ethical theory.<br>• Introduce moral issues and consider the consequences of action in relation to karma.<br>• Moral and values expressed in Hindu stories. |
| **Human/Social Sciences:**<br><br>Ask Questions as a Scientist | • Keyvocabularyassociatedwiththestudyof Hinduism.<br>• Dharma,symbolismandthecentralityofthe home in the Hindu tradition.<br>• Importance of gatherings for worship, dramatic storytelling and celebrations. | • Key vocabulary and global diversity associated with the study of Hinduism.<br>• Sanatan Dharma, the diversity of practice and expression and festivals.<br>• The impact of ahimsa, dharma and karma on daily life and beyond. |

# Humanism

| | Key Stage 1 | Key Stage 2 |
|---|---|---|
| | **Introduce:** | **Develop understanding of:** |
| **Theology:**<br><br>Ask Questions as a Believer | • Concepts: Atheism, One Life, Golden Rule, humanity.<br>• Quotations from Humanist thinkers. | • Concepts: Atheism, agnosticism, rationalism, One Life, and Happiness.<br>• Examples of writings of Humanist thinkers.<br>• Diversity of Humanist thought.<br>• Importance of evidence.<br>• Absence of sacred texts and divine rules. |
| **Philosophy:**<br><br>Ask Questions as a Thinker | • Key philosophical vocabulary.<br>• Ways of reasoning.<br>• Make links between belief and behaviour. | • The different views about the nature of knowledge, meaning and existence.<br>• Introducing ethical theory such as utilitarianism.<br>• Examples of the writing of a Humanist philosopher.<br>• Importance of evidence and reasoning in Humanist thought. |
| **Human/Social Sciences:**<br><br>Ask Questions as a Scientist | • Key vocabulary associated with the study of Humanism.<br>• The role of ceremonies and cultural traditions.<br>• The Happy Human symbol.<br>• Impact of thinking about consequences of action. | • Key vocabulary relating to the study of Humanism as a philosophy or life-stance.<br>• Diverse practice in relation to ceremonies and cultural festivals.<br>• The importance of the natural world and caring for the environment.<br>• The importance of the arts and sciences.<br>• The importance of love and relationships. |

# Islam

| | Key Stage 1 | Key Stage 2 |
|---|---|---|
| | **Introduce:** | **Develop understanding of:** |
| **Theology:**<br><br>Ask Questions as a Believer | • The concept of One God.<br>• The life and teachings of the Prophet Muhammad.<br>• The Qur'an as a revealed scripture. | • Concepts: Tawhid, Creation, Prophethood, Revelation, Khalifah and Akirah.<br>• The life and teachings of the Prophet Muhammad and the Six Articles of Sunni Belief.<br>• The Qur'an and Hadith as sources of authority, different genres and the value of recitation.<br>• Key teachings from important Muslim teachers.<br>• The impact of the spread of Islam.<br>• How experiences have impacted on belief. |
| **Philosophy:**<br><br>Ask Questions as a Thinker | • Key philosophical vocabulary.<br>• Ways of reasoning.<br>• Make links between belief and behaviour. | • The different views about the nature of knowledge, meaning and existence.<br>• Introducing ethical theory.<br>• Muslim perspectives on moral issues, including the idea of 'intention'. |
| **Human/Social Sciences:**<br><br>Ask Questions as a Scientist | • Key vocabulary associated with the study of Islam.<br>• The masjid (mosque), the Five Pillars of Islam, symbolism and artefacts.<br>• The role of festivals, ceremonies and Madrassah in the Muslim tradition. | • Key vocabulary and global diversity associated with the study of Islam.<br>• The masjid, the Five Pillars of Islam and the three main Muslims traditions (Sunni, Shia, Sufi).<br>• Diversity of expression, customs and practices within Islam and their impact on daily life.<br>• The importance of Ramadan, the two Eid festivals and Jummah prayers<br>. |

# Judaism

| | Key Stage 1 | Key Stage 2 |
|---|---|---|
| | **Introduce:** | **Develop understanding of:** |
| **Theology:**<br><br>Ask Questions as a Believer | • The concept of One God.<br>• The Torah as the five books of Moses, written in Hebrew.<br>• The different genre contained within the first five books.<br>• Narratives about the lives of Jewish descendants. | • Concepts: One God, The Covenant, Mitzvot, Atonement.<br>• The Torah and Talmud as sources of authority. The Hebrew Bible, TeNaCh (Torah, Nevi'im, Ketuvim).<br>• Importance of the Shema.<br>• Narratives associated with the development of the Jewish tradition.<br>• Importance of reading the Torah out loud.<br>• Key teachings from important Jewish teachers<br>• Historical impact Jewish beliefs/culture. |
| **Philosophy:**<br><br>Ask Questions as a Thinker | • Key philosophical vocabulary Ways of reasoning<br>• Make links between belief and behaviour | • The different views about the nature of knowledge, meaning and existence.<br>• Introducing ethical theory<br>• Jewish perspectives on moral issues, especially the 10 Commandments<br>• The importance of loving one's neighbour.<br>• Gemillut Chasadim, Tzedakah, |
| **Human/Social Sciences:**<br><br>Ask Questions as a Scientist | • Key vocabulary associated with the study of Judaism.<br>• Shabbat and the importance of the home and family life<br>• The role of festivals which connect with Jewish history.<br>• The synagogue and varying ceremonies that take place within it. | • Key vocabulary and global diversity associated with the study of Judaism.<br>• Importance of festivals for the Jewish community such as Yom Kippur.<br>• Symbolism and artefacts used by some Jewish people at festivals and in rituals.<br>• The importance and role of Shabbat and reading of the Torah<br>• The role of Synagogue and Cheder in the Jewish community.<br>• The rules of Kashrut<br>• The importance of Jerusalem and the Western Wall for Jewish people. |

# Sikhism

| | Key Stage 1 | Key Stage 2 |
|---|---|---|
| | **Introduce:** | **Develop understanding of:** |
| **Theology:**<br><br>Ask Questions as a Believer | • The concepts of One God and equality.<br>• The life and teachings of Guru Nanak.<br>• The Guru Granth Sahib as a living Guru.<br>• The Mool Mantra. | • Concepts: Ik Onkar, Equality, hukam and Samsara.<br>• The life and teachings of the 10 Gurus The Guru Granth Sahib ncluding its compilation and diversity of contents.<br>• Stories from the life of Guru Nanak (Janamaskhis)<br>• Impact of martyrdom on Sikh teachings. |
| **Philosophy:**<br><br>Ask Questions as a Thinker | • Key philosophical vocabulary.<br>• Ways of reasoning.<br>• Make links between belief and behaviour. | • The different views about the nature of knowledge, meaning and existence.<br>• Introducing ethical theory.<br>• Sikh perspectives on moral issues, including impact of 'hukam' and emphasis on equality. |
| **Human/Social Sciences:**<br><br>Ask Questions as a Scientist | • Key vocabulary associated with the study of Sikhism.<br>• The gurdwara, langar and 5Ks.<br>• The role of festivals and ceremonies such as Baisakhi and Amrit. | • Key vocabulary and global diversity associated with the study of Sikhism, including term Sikhi.<br>• The diversity of practice including the Gurdwara, festivals and ceremonies such as Amrit.<br>• Symbolism including varying practice of wearing the 5Ks.<br>• Importance of values in the Sikh tradition.<br>• Global importance of Amritsar and the Golden Temple. |