


WAS Focus Religion Knowledge Progression Map

Year Group	Term	<u>Islam</u>	
Reception	Spring 1 Summer 1 Summer 2	<ul style="list-style-type: none"> - talk about some religious stories - recognise some religious words, e.g., about God - identify some of their own feelings in the stories they hear - identify a sacred text e.g., Bible, Qur'an - talk about what Jesus teaches about keeping promises and say why keeping promises is a good thing to do - talk about what Jesus teaches about saying 'thank you', and why it is good to thank and be thanked. - talk about somewhere that is special to themselves, saying why - be aware that some religious people have places which have special meaning for them - talk about the things that are special and valued in a place of worship - identify some significant features of sacred places - recognise a place of worship - get to know and use appropriate words to talk about their thoughts and feelings when visiting a church. - talk about things they find interesting, puzzling, or wonderful and about their own experiences and feelings about the world - re-tell stories, talking about what they say about the world, God, human beings - think about the wonders of the natural world, expressing ideas and feelings - express ideas about how to look after animals and plants - talk about what people do to mess up the world and what they do to look after it. 	
1	Autumn 2	<ul style="list-style-type: none"> - Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion (A1). - Re-tell stories connected with Christmas/ Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers(A2). - Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion (B1). - Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers(C1). 	
2	Autumn 1 Autumn 2 Summer 2	<ul style="list-style-type: none"> - Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah. - Re-tell a story about the life of the Prophet Muhammad. - Recognise some objects used by Muslims and suggest why they are important. - Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel. 	

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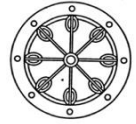
		<ul style="list-style-type: none"> - Recognise that sacred texts contain stories which are special to many people and should be treated with respect (B3). - Re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories (A2). - Ask and suggest answers to questions arising from stories Jesus told and from another religion (C1). - Talk about issues of good and bad, right, and wrong arising from the stories(C3).
3	Autumn 2 Spring 1 Summer 2	<ul style="list-style-type: none"> - Describe some of the ways in which Christians Hindus and/or Muslims describe God (A1). - Ask questions and suggest some of their own responses to ideas about God (C1). - Suggest why having a faith or belief in something can be hard (B2). - Identify how and say why it makes a difference in people's lives to believe in God (B1). - Describe the practice of prayer in the religions studied (A2). - Make connections between what people believe about prayer and what they do when they pray (A3). - Describe ways in which prayer can comfort and challenge believers(B2). - Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray (B3). - Make connections between stories, symbols, and beliefs with what happens in at least two festivals (A2). - Ask questions and give ideas about what matters most to believers in festivals (e.g., Easter, Eid) (B2). - Identify similarities and differences in the way festivals are celebrated within and between religions (A3). - Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives (C1).
4	Autumn 2	<ul style="list-style-type: none"> - Describe and make connections between examples of religious creativity (buildings and art) (A1). - Show understanding of the value of sacred buildings and art (B3). - Suggest reasons why some believers see generosity and charity as more important than buildings and art (B2). - Apply ideas about values and from scriptures to the title question (C2).
5	Autumn 2	<ul style="list-style-type: none"> - Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad (A2).

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	Summer 1	<ul style="list-style-type: none"> - Describe and reflect on the significance of the Holy Qur'an to Muslims (B1). - Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils (A2). - Make connections between the key functions of the mosque and the beliefs of Muslims (A1). - Make connections between beliefs and behaviour in different religions(A1). - Outline the challenges of being a Hindu, Christian or Muslim in Britain today (B2). - Make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions (A1). - Consider similarities and differences between beliefs and behaviour in different faiths (B3).
6	Summer 1	<ul style="list-style-type: none"> - Express ideas about how and why religion can help believers when times are hard, giving examples(B2). - Outline Christian, Hindu and/or nonreligious beliefs about life after death (A1). - Explain some similarities and differences between beliefs about life after death (B2). - Explain some reasons why Christians and Humanists have different ideas about an afterlife (B3).


WAS Focus Religion Knowledge Progression Map

Buddhism



Year Group	Term	
Reception	Spring 1 and Summer 2	<ul style="list-style-type: none"> - talk about some religious stories - recognise some religious words, e.g., about God - identify some of their own feelings in the stories they hear - identify a sacred text e.g., Bible, Qur'an - talk about what Jesus teaches about keeping promises and say why keeping promises is a good thing to do - talk about what Jesus teaches about saying 'thank you', and why it is good to thank and be thanked. - talk about things they find interesting, puzzling, or wonderful and about their own experiences and feelings about the world - re-tell stories, talking about what they say about the world, God, human beings - think about the wonders of the natural world, expressing ideas and feelings - express ideas about how to look after animals and plants - talk about what people do to mess up the world and what they do to look after it.
1		
2	Summer 1	<ul style="list-style-type: none"> - Recognise the four principal stages of the Buddha's life. - Ask and suggest answers to questions such as: why was Prince Siddhartha shocked when he saw the first three sights? - Recognise and discuss some of the key teachings of the Buddha such as the three kinds of good action.
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WAS Focus Religion Knowledge Progression Map

		<u>Hinduism</u>	
Year Group	Term		
Reception	Autumn 2	<ul style="list-style-type: none"> - give examples of special occasions and suggest features of a good celebration - recall simple stories connected with Christmas/ Easter and a festival from another faith - say why Christmas/Easter and a festival from another faith is a special time for Christians/ members of the other faith. 	
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2			
3	Autumn 2 Spring 1 Summer 2	<ul style="list-style-type: none"> - Describe some of the ways in which Christians Hindus and/or Muslims describe God (A1). - Ask questions and suggest some of their own responses to ideas about God (C1). - Suggest why having a faith or belief in something can be hard (B2). - Identify how and say why it makes a difference in people's lives to believe in God (B1). - Describe the practice of prayer in the religions studied (A2). - Make connections between what people believe about prayer and what they do when they pray (A3). - Describe ways in which prayer can comfort and challenge believers(B2). - Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray (B3). - Make connections between stories, symbols, and beliefs with what happens in at least two festivals (A2). - Ask questions and give ideas about what matters most to believers in festivals (e.g., Easter, Eid) (B2). - Identify similarities and differences in the way festivals are celebrated within and between religions (A3). - Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives (C1). 	
4	Spring 2	<ul style="list-style-type: none"> - Suggest why some people see life as a journey and identify some of the key milestones on this journey (A2). 	

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	Summer 2	<ul style="list-style-type: none"> - Describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean (A3). - Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people (B2). - Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief (C1). - Describe some examples of what Hindus do to show their faith and make connections with some Hindu beliefs and teachings about aims and duties in life (A1). - Describe some ways in which Hindus express their faith through puja, aarti and bhajans (A2). - Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes(B2). - Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2).
5	Summer 1	<ul style="list-style-type: none"> - Make connections between beliefs and behaviour in different religions(A1). - Outline the challenges of being a Hindu, Christian or Muslim in Britain today (B2). - Make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions (A1). <p style="text-align: center;">Consider similarities and differences between beliefs and behaviour in different faiths (B3).</p>
6	Autumn 1 Summer 1	<ul style="list-style-type: none"> - Express ideas about how and why religion can help believers when times are hard, giving examples(B2). - Outline Christian, Hindu and/or nonreligious beliefs about life after death (A1). - Explain some similarities and differences between beliefs about life after death (B2). - Explain some reasons why Christians and Humanists have different ideas about an afterlife (B3). - Make connections between how believers feel about places of worship in different traditions(A3). - Select and describe the most important functions of a place of worship for the community (B3). - Give examples of how places of worship support believers in difficult times, explaining why this matters to believers (B2). - Present ideas about the importance of people in a place of worship, rather than the place itself (C1).
		<u>Sikhism</u>



WAS Focus Religion Knowledge Progression Map

Year Group	Term	
Reception	Autumn 2	<ul style="list-style-type: none"> - give examples of special occasions and suggest features of a good celebration - recall simple stories connected with Christmas/ Easter and a festival from another faith - say why Christmas/Easter and a festival from another faith is a special time for Christians/ members of the other faith.
1	Summer 1 Summer 2	<ul style="list-style-type: none"> - Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used (A3). - Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe (B2). - Describe some of the ways in which people use music in worship and talk about how different kinds of music makes them feel (C1). - Ask good questions during a school visit about what happens in a church, synagogue, or mosque (B1). - Describe what happens in a gurdwara, using some correct words (A1). - Ask and respond to questions about being a Sikh, saying what difference it makes to someone's life (B1) - Identify some ways Sikhs use the Guru Granth Sahib and talk about why it is so important to Sikhs (B1). - Talk about some ideas of what is good about treating people equally and serving others (C1)
2	Summer 2	<ul style="list-style-type: none"> - Recognise that sacred texts contain stories which are special to many people and should be treated with respect (B3). - Re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories (A2). - Ask and suggest answers to questions arising from stories Jesus told and from another religion (C1). - Talk about issues of good and bad, right and wrong arising from the stories(C3).
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6	Autumn 1	<ul style="list-style-type: none"> - Make connections between how believers feel about places of worship in different traditions(A3). - Select and describe the most important functions of a place of worship for the community (B3). - Give examples of how places of worship support believers in difficult times, explaining why this matters to believers (B2). - Present ideas about the importance of people in a place of worship, rather than the place itself (C1).

		<u>Judaism</u> 
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WAS Focus Religion Knowledge Progression Map

Year Group	Term	
Reception	Autumn 2	<ul style="list-style-type: none"> - give examples of special occasions and suggest features of a good celebration - recall simple stories connected with Christmas/ Easter and a festival from another faith - say why Christmas/Easter and a festival from another faith is a special time for Christians/ members of the other faith.
1	Autumn 2	<ul style="list-style-type: none"> - Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion (A1). - Re-tell stories connected with Christmas/ Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers(A2). - Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion (B1). - Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers(C1).
2	Spring 1 Spring 2 Summer 2	<ul style="list-style-type: none"> - Talk about how the mezuzah in the home reminds Jewish people about God (A3). - Talk about how Shabbat is a special day of the week for Jewish people and give some examples of what they might do to celebrate Shabbat (B1). - Re-tell a story that shows what Jewish people at the festivals of Sukkot, Chanukah or Pesach might think about God, suggesting what it means (A2). - Ask some questions about believing in God and offer some ideas of their own (C1). - Recognise that sacred texts contain stories which are special to many people and should be treated with respect (B3). - Re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories (A2). - Ask and suggest answers to questions arising from stories Jesus told and from another religion (C1). - Talk about issues of good and bad, right and wrong arising from the stories(C3).
3	Autumn 2	<ul style="list-style-type: none"> - Make connections between stories, symbols and beliefs with what happens in at least two festivals (A2). - Ask questions and give ideas about what matters most to believers in festivals (e.g., Easter, Eid) (B2). - Identify similarities and differences in the way festivals are celebrated within and between religions (A3). - Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives (C1).
4	Summer 2	<ul style="list-style-type: none"> - Suggest why some people see life as a journey and identify some of the key milestones on this journey (A2). - Describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean (A3). - Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people (B2).

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		<ul style="list-style-type: none"> - Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief (C1).
5		
6	Autumn 1	<ul style="list-style-type: none"> - Make connections between how believers feel about places of worship in different traditions(A3). - Select and describe the most important functions of a place of worship for the community (B3). - Give examples of how places of worship support believers in difficult times, explaining why these matter to believers (B2). - Present ideas about the importance of people in a place of worship, rather than the place itself (C1).