



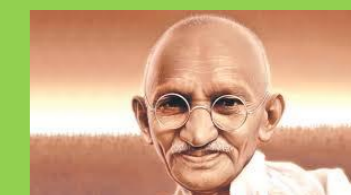
Brockwell Junior School Religious Education Progression Map

RE explores big questions about life, in order to find out what people believe and what difference this makes to how they live, so that pupils can make sense of religion and worldviews, reflecting on their own ideas and ways of living.

Our intent is for RE lessons at Brockwell to;

- To recognise, respect and celebrate the diversity of religious and non-religious views within communities
- To engage children in questions which religious views address so that they develop an understanding of the beliefs of others
- To use this knowledge to reflect upon their own personal views.
- To motivate and enthuse pupils in their learning and make links with PSHE and British Values.

‘Religions are different roads converging at the same point. What does it matter if we take different roads as long as we all meet the same goal?’ – Mahatma Gandhi



	Year 3: Christianity & Sanatana Dharma (Hinduism)			Year 4: Christianity & Judaism			Year 5: Christianity & Sikhism			Year 6: Christianity & Islam		
Term	Sep - Dec	Jan - Apr	May - July	Sep - Dec	Jan - Apr	May - July	Sep - Dec	Jan - Apr	May - July	Sep - Dec	Jan - Apr	May - July
	Sanatana Dharma (Hinduism) Does visiting the Ganges make a person a better Sanatani?	Christianity Could Jesus heal people? Did He perform miracles or was there some other explanation?	Sanatana Dharma (Hinduism) What do some deities tell Sanatanis about God?	Judaism What is the best way for a Jew to lead a good life?	Judaism How do Jewish beliefs, teachings and stories impact on daily life?	Judaism How does celebrating Shavuot help Jewish children feel closer to God?	Sikhism How far would a Sikh go for their religion?	Sikhism How are sacred teachings and stories interpreted by Sikhs today?	Sikhism What is the best way for a Sikh to show commitment to God?	Islam What is the best way for a Muslim to show commitment to God?	Christianity Is anything ever eternal?	Islam How is the Qur'an vital to Muslims today?
	Christianity Has Christmas lost its true meaning?	Christianity What is 'good' about Good Friday?	Sanatana Dharma (Hinduism) What is the best way for a Sanatani to show commitment to God?	Christianity What is the most significant part of the nativity story for Christians today?	Humanism What motivates Humanists to lead good lives?	Christianity Do people need to go to church to show they are Christians?	Christianity Is the Christmas story true?	Christianity How significant is it for Christians to believe that God intended Jesus to die?	Christianity What is the best way for a Christian to show commitment to God?	Humanism How do inspirational people impact on how Humanists live today?	Christianity Is Christianity still a strong religion over 2000 years after Jesus was on Earth?	Islam Does belief in Akhirah (life after death) help Muslims lead a good life?

SUBSTANTIVE KNOWLEDGE

<p align="center">ENQUIRY 1</p> <ul style="list-style-type: none"> -I can explain why water might be important to me. -I can describe a ritual that might happen at the Ganges and explain why it is important to the Sanatanis. -I can explain the significance of the Ganges and how rituals there might make a person feel like a better Sanatani. <p align="center">ENQUIRY 2</p> <ul style="list-style-type: none"> -I can explain what Christmas means to me and talk about whether this involves giving and receiving gifts. -I can start to explain that Jesus was God in human form and why God gave him to the world. -I can start to tell you what Christmas means to Christians and what it's true meaning might be to them and to me. 	<p align="center">ENQUIRY 1</p> <ul style="list-style-type: none"> -I can give you examples of things I do to live a good life and explain which ones are more or less important to me. -I can describe some of the ways that Jews choose to live a good life and consider that they do this in different ways. -I can express an opinion on which ways I think might be the best ways for Jews to live a good life and start to give reasons. <p align="center">ENQUIRY 2</p> <ul style="list-style-type: none"> -I can say what I think about the Christian belief in Jesus as the incarnation of God and explain what Christmas time means to me -I can describe some of the symbolism of Christmas and explain a Christian belief about Jesus -I can consider what might be significant for a Christian about the Nativity story and what it tells them about Jesus 	<p align="center">ENQUIRY 1</p> <ul style="list-style-type: none"> - I can identify the different amount of effort I show to different things and explain these priorities - I can make links between how Sikhs practise their religion and the beliefs that underpin this - I can consider some of the ways Sikhs choose to behave and the levels of commitment they show <p align="center">ENQUIRY 2</p> <ul style="list-style-type: none"> - I can explain how "true" could mean different things to different people, and how stories can be "true" in different ways. - I can start to explain the Christian belief that Jesus was the incarnation of God. - I can express an opinion on whether the Christmas story is true and what this might mean to Christians. 	<p align="center">ENQUIRY 1</p> <ul style="list-style-type: none"> - I can name a commitment that is important to me and say why it is important - I can explain some of the ways that Muslims might show commitment to God - I can say which I think is the best way for a Muslim to show commitment to God and say why <p align="center">ENQUIRY 2</p> <ul style="list-style-type: none"> -I can explain something which has inspired me and how I live. -I can explain what a Humanist might find as an inspiration and say why. -I can explain how Humanists might act as a result of this inspiration.
<p align="center">ENQUIRY 3</p> <ul style="list-style-type: none"> -I can talk about some of the things in the world that people think of as miracles and whether there might be another explanation. -I can explain one Christian viewpoint about one of Jesus' healing miracles. -I can start to say whether I think Jesus actually healed people or not. <p align="center">ENQUIRY 4</p> <ul style="list-style-type: none"> -I can reflect on what I think might or might not be good about the story of Easter as a rescue -I can tell you why Christians might see Jesus' death as important. -I can reflect on the Easter story and explain what might be good about Good Friday to a Christian. 	<p align="center">ENQUIRY 3</p> <ul style="list-style-type: none"> - I can discuss why I would choose to follow an instruction not to eat certain foods, whom I would listen to and why. - I can describe some of the things Jews do to show how their beliefs and respect for God impacts on their daily life. - I can start to identify how it might feel to keep Kashrut. <p align="center">ENQUIRY 4</p> <ul style="list-style-type: none"> -I can explain some actions a Humanist might take to lead a good life. -I can explain some things that Humanists might believe -I can explain how Humanists might act in their daily lives 	<p align="center">ENQUIRY 3</p> <ul style="list-style-type: none"> -I can explain how some stories can teach people about what is important and how to behave. - I can recognise that stories can be an important way of expressing belief and meaning and can explain the relevance of a Sikh story. - I can explain how some stories can teach Sikhs about what is important in life and relate this to non-Sikhs. <p align="center">ENQUIRY 4</p> <ul style="list-style-type: none"> - I can explain my own definitions of purpose and destiny - I can start to explain whether the evidence shows that God intended Jesus to be crucified and rise again, or whether the crucifixion was the consequence of the events of Holy Week. - I can start to express an opinion on whether Jesus' crucifixion was his destiny or purpose. 	<p align="center">ENQUIRY 3</p> <ul style="list-style-type: none"> -I can explain my own beliefs about whether anything is ever eternal. - I can make links between different Christian beliefs and their views on whether anything is ever eternal. - I can explain what a Christian might learn from the Bible about eternal life and how this might impact their daily lives. <p align="center">ENQUIRY 4</p> <ul style="list-style-type: none"> - I can explain how the influence people have had on me has affected my views. - I can describe one way that Christianity seems to be a strong religion today. - I can give my opinion as to whether Christianity is a strong religion and why I think this.
<p align="center">ENQUIRY 5</p> <ul style="list-style-type: none"> -I can explain how different aspects of my character help others see who I really am. -I can describe different deities and explain why they are important to Sanatanis. -I can explain why or how these deities might tell Sanatanis more about God. <p align="center">ENQUIRY 6</p> <ul style="list-style-type: none"> -I can explain different ways I could lead a good life. -I can say how a Sanatani might lead a good life. -I can explain why I think some of these actions might be a better way than others. 	<p align="center">ENQUIRY 5</p> <ul style="list-style-type: none"> -I can reflect on celebrations and say why they are special. -I recall the main story of Shavuot and talk about some of the key beliefs and practices. -I can reflect on the Shavuot festival and explain how some aspects may help a Jewish child feel closer to God. <p align="center">ENQUIRY 6</p> <ul style="list-style-type: none"> - I can explain some my feelings about a special place and suggest why they exist. - I can describe some of the ways Christians use Churches to worship and pray or celebrate important events and services such as Baptisms and Holy Communion. - I can understand why a Church may have an impact on a Christian. 	<p align="center">ENQUIRY 5</p> <ul style="list-style-type: none"> -I can show an understanding of why people show commitment in different ways. - I can describe how different practices enable Sikhs to show commitment to God and understand that some will be more significant to some Sikhs than others. - I can start to express what I think about the best way a Sikh could show commitment to God. <p align="center">ENQUIRY 6</p> <ul style="list-style-type: none"> - I can show an understanding of why people show commitment in different ways - I can describe how different practices enable Christians to show commitment to God and understand that some will be more significant to some Christians than others. - I can explain some ways of showing commitment to God might be better than others for Christians. 	<p align="center">ENQUIRY 5</p> <ul style="list-style-type: none"> - I can explain what I have learnt from a text and how I might care for things which are important to me. - I can explain facts about the treatment of the Qur'an and how it was revealed. - I can explain how interpreting the Qur'an might be vital to how a Muslim chooses to live today. <p align="center">ENQUIRY 6</p> <ul style="list-style-type: none"> -I can give examples of times my choices have been influenced and may have changed when I considered the consequences. - I can explain how believing in Akhirah influences Muslims to do their best to lead good lives. - I can recognise what motivates or influences me to lead a good life and compare it with what motivates and influences Muslim.

VOCABULARY

<p align="center">ENQUIRY 1</p> <p>Atman Brahman duty supreme Sanatana Dharma cremation impurity rituals</p>	<p align="center">ENQUIRY 2</p> <p>incarnation Bethlehem shepherds Prince of Glory wisemen Lord of Love Messiah Saviour of the World commercial</p>	<p align="center">ENQUIRY 1</p> <p>trust commitment Abraham Isaac sacrifice ceremony commitment promise Shabbat (c)huppah Kippah vows Sincerity ketubah Mitzvoth Mitzvah Day Tikkun olam Tu B'Shevat Synagogue Torah 10 commandments</p>	<p align="center">ENQUIRY 2</p> <p>diversity incarnation meaningful religious secular symbol Clergy significant Christingle decoration significant</p>	<p align="center">ENQUIRY 1</p> <p>Gurus beliefs Khalsa sacrifice 3 Pillars Amrit Dhari courage integrity oppression injustice selflessness equality Waheguru Khalsa Seva/Sewa Self-sacrifice Pilgrimage commitment compassion generosity Baisakhi or Vaisakhi Guru Tegh Bahadur Ji Vand ke Chakna Harmandir Sahib</p>	<p align="center">ENQUIRY 2</p> <p>account eye-witness historical belief Media personal scientific scholar source substance version communion historical incarnation personal scientific confirmation lens denomination rites of passage</p>	<p align="center">ENQUIRY 1</p> <p>Allah Ramadan Qur'an Zakat charity purify Allah commitment Sawm afterlife compassionate merciful commitment Muslims dedication effort</p>	<p align="center">ENQUIRY 2</p> <p>Theist Golden Rule Humanism Humanist Physics Nobel Prize non-religious worldview atheist evolution naturalist ethical impact inspiration anatomist anthropologist archaeology palaeopathology</p>
<p align="center">ENQUIRY 3</p> <p>Incarnation disciples miracles pharisee injury leper Leprosy saliva paralysed</p>	<p align="center">ENQUIRY 4</p> <p>Saviour betray communion covenant disciples gospel Last Supper salvation Easter Good Friday sacrifice</p>	<p align="center">ENQUIRY 3</p> <p>Kashrut rules kosher Torah treif parev mitzvot Passover Pescah Seder plate plagues Seder Meal Charoset Matzah respect Parsley Karpass Shank bone (Zro'a) Bitter herb (Marror) unleavened</p>	<p align="center">ENQUIRY 4</p> <p>Golden Rule Humanism Humanist non-religious Worldview atoms Big bang curiosity Evolution freedom gases problem solution worldview carbon climate freedom symbol global warming</p>	<p align="center">ENQUIRY 3</p> <p>Guru teacher care compassion share kindness equality chapati Waheguru Malik Bhago morals values Equal rights Bhai Kayana Guru Nanak Guru Amar Das Ji Women's Equality Guru Granth Sahib Guru Gobind Singh gender equality</p>	<p align="center">ENQUIRY 4</p> <p>Crucifixion forgiveness Incarnation Pharisee life after death Pilate resurrection salvation saviour conscience destiny purpose</p>	<p align="center">ENQUIRY 3</p> <p>Agape binding Conditional consubstantial Eternal promise Serious unconditional Agape binding Conditional covenant Law oath Promise serious</p>	<p align="center">ENQUIRY 4</p> <p>festival forever influence inspiration legacy charity poverty starvation symbol British Values impact persecution prejudice respect commandments legacy</p>
<p align="center">ENQUIRY 5</p> <p>aspect avatar Brahman duty essence supreme Sanatana Dharma cremation impurity rituals</p>	<p align="center">ENQUIRY 6</p> <p>Brahman deity karma Moksha Samsara Sanatana Dharma Mandir meditation Puja shrine</p>	<p align="center">ENQUIRY 5</p> <p>Celebration Passover Shavuot Synagogue Torah Tikkun Bikkurim festival harvest pilgrimage affirmation promise 10 Commandments</p>	<p align="center">ENQUIRY 6</p> <p>Bible church Communion gurdwara synagogue tallit Torah Veda chalice host Last Supper wafer denomination diversity Evangelical prayer worship baptism empathy significant Guru Granth Sahib Holy Communion rite(s) of passage</p>	<p align="center">ENQUIRY 5</p> <p>commitment turban Waheguru Kara initiated Waheguru Naam japna Kirat Karnee Equal rights Vand Ke Chakna Guru Granth Sahib Seva/Sewa Guru Amardas Ji Guru Har Gobind Sahib Gender equality Akal Takhat Harmandir Sahib Maharaja Ranjit Singh</p>	<p align="center">ENQUIRY 6</p> <p>commandments commitment denominations promises trinity communion confirmation rites of passage</p>	<p align="center">ENQUIRY 5</p> <p>Qur'an Jibr'ail Muhammad Qur'an Night of Power Allah Muhammad Kursi merciful Ayat Compassionate respect Muslim</p>	<p align="center">ENQUIRY 6</p> <p>Akhirah Qur'an Surah Ayat Hadith jihad Strive Allah Jihad</p>

DISCIPLINARY KNOWLEDGE

During each enquiry, I can apply my knowledge to the enquiry question and give an answer supported by one or more elements of the knowledge gained from appropriate sources.

I will learn through; reading books, watching video clips, studying artefacts, talking to peers from a variety of religions, school assemblies, listening to visitors in school and visiting religious buildings in our local area.

PERSONAL RESONANCE & REFLECTION

During each enquiry, I can tell talk about the concept/belief and start to relate this to the worldview I am studying.

I can express my own opinions and start to support them with rationales.

During each enquiry, I can weigh up evidence from different sources and consider different aspects, the diversity of different beliefs and the knowledge learnt in the enquiry and express my answer supported by evidence and/or a rationale.

I will learn through; reading books, watching video clips, studying artefacts, talking to peers from a variety of religions, school assemblies, listening to visitors in school and visiting religious buildings in our local area.

PERSONAL RESONANCE & REFLECTION

During each enquiry, I can explain how this concept/belief e.g. forgiveness resonates in my own life and can also see this might be different for other people because of their worldview.

I can express my own thoughts and feelings, having reflected on them

CULTURAL CAPITAL/ENRICHMENT

- Whole school Collective worship led by Head Teacher: Focus being upon key Christian festivals and making comparisons between them and those of other faiths.
2 Key Questions include: Do Christian celebrations and traditions help Christians understand who Jesus was and why he was born?
Is forgiveness always possible for Christians
- Half-termly whole-school assemblies led by RE lead discussing the beliefs and practices of Christians, Buddhists, Hindus, Jewish people, Sikhs, Muslims and Humanists.
- Regular whole school assemblies led by Rev. Tracy.
- Community links made through foodbank/charitable donations etc.

WHAT ARE OUR END POINTS?

For pupils to;

- develop their knowledge of religious and non-religious views and commit to long term memory, measured by discussion, display and 'end-of-key' question assessments.
- use opportunities of personal reflection to develop their own personal views.
- to develop their knowledge of religious beliefs and practices and their cultural capital to both inspire and prepare them for life in the wider world.
- be able to access KS3 learning.