



**Concept Progression for Religious Education Cycle A**

Key Religious Concepts	Early Years Foundation Stage	Years 1 and 2	Years 3 and 4	Years 5 and 6
<p><b>1. Belonging and believing</b> (The connection between identity, community, and faith and how belief shapes personal identity)</p>	<p><b>Unit 0.1 What special times do we celebrate?</b> Children learn that people have different beliefs about celebrations. Children explore their own birthday/and or celebrations and what they involve. Children learn about Bonfire night, Diwali, Hanukah, Valentines Day and weddings. Children learn about how these times are celebrated and why. Children begin to understand different people celebrate different special times.</p> <p><b>Unit 0.5 Why is Easter a important time for Christians and what special things do they do at Easter?</b> Children learn a simplified version of the Easter story. Children learn why Christians believe Easter is important. Children learn how Christians may celebrate Easter in different ways. Children reflect on the festivals they have had</p>	<p><b>Unit 1.2 What do Christians say God is like?</b> Children learn that the Bible helps Christians to learn about God. Children learn that Christians believe that God cares about every single person and wants everyone to be safe and happy. Children learn that Christians believe that God created the world, and that humans are called by God to take care of it. Children learn that Christians believe that going to church and/or praying to God helps them feel closer to God. Children begin to understand that stories in the Bible have a deeper meaning which can impact the way Christians live.</p>	<p><b>Unit 3.2: How and why are people welcomed into different communities?</b> Children learn different examples of (Christian, Muslim, Hindu, Jewish and Humanist) important beliefs and practices in relation to welcoming babies into communities. Children learn some different ways in which people express their identity and belonging in different communities. Children begin to reflect on why being part of communities is important to different people. Children begin to explore the concept of the community and what similarities and differences they share.</p>	<p><b>Unit 5.1: What is a worldview? What are the worldviews of people where I live?</b> Children will learn what a worldview is. Children will learn that some people have a religious worldview whilst others have non-religious worldviews. Children will learn about some of the different factors that might influence someone's worldview (culture, experiences, upbringing – including beliefs of their family, education, society and location. Children will learn about the religious and non-religious demographics of the area they live in. Children will consider how they can show understanding and respect towards different worldviews in the community.</p>



	<p>experience of and make simple comparisons. Children learn that other religions and cultures also have festivals that celebrate the coming of spring or new life.</p>			
<p><b>2. Words and Wisdom:</b> (The study of sacred texts and teachings across religions and how they guide followers)</p>	<p><b>Unit 0.2 Why is the nativity story important to Christians?</b> Children learn that Jesus is a special person to Christians. Children learn the story of the Nativity. Children learn what some Christians might do to prepare for Christmas. Children make connections to special days or events that they may prepare for in their lives.</p> <p><b>0.4 What stories are special and why?</b> Children learn that the Bible is a special book to Christians. Children learn that the Torah is special to Jews. Children learn that stories can contain messages that help people lead their lives.</p>	<p><b>Unit 1.3 Part 1: Diversity within Judaism: What do Jews believe and how may they live?</b> Children learn the Jewish story of creation. Children begin to consider how beliefs in G-d shape the way Jews live. Children begin to consider how different artefacts are used during Jewish religious ceremonies and why they are important. Children consider the similarities and differences between their own beliefs and ways of living.</p> <p><b>Unit 1.5 Part 2: Diversity within Judaism: What do Jews believe and how may they live?</b> Children learn some of the main beliefs that are important to Jews. Children learn some of the ways Jews may celebrate significant festivals.</p>	<p><b>Unit 3.1: Diversity within Hindu Dharma: What do Hindu's believe and how may they live?</b> Children learn the key terms: Dharma, Karma, Samsara, Ahimsa and describe what they mean. Children learn how Hindu's beliefs impact the way they live in different ways. Children make comparisons between Hindu Dharmic and their own beliefs.</p>	<p><b>Unit 5.3: Is Easter a commemoration or a celebration for Christians?</b> Children learn why Easter is important to Christians. Children learn what Holy week is and why it is important. Children learn what salvation is. Children learn how Christians celebrate Easter around the world. Children learn why Jesus' sacrifice is important to Christians. Children will explore the actions that Christians might take to get to salvation. Children consider whether Easter is a celebration or a commemoration.</p>



		<p>Children learn how different artefacts may be used during religious ceremonies and what they represent. Children begin to make connections between stories from the Torah and how Jews live their lives. Children consider their own ideas about the value of remembering the past and giving thanks.</p>		
<p><b>3. Respecting Places and the World:</b> (Reverence and responsibility towards sacred places and the natural world)</p>	<p><b>Unit 0.3 Where do we belong and what makes it special?</b> Children learn that people can belong to different groups. Children learn that people who share beliefs about the world can belong to the same religion. Children begin to understand that people who are part of a group, including a religion may do similar things. Children will explore religious and non-religious symbols. Children learn what belonging can mean to themselves and to others.</p> <p><b>Unit 0.6 What is special about the world?</b></p>	<p><b>Unit 1.4 How can we care for the World?</b> Children learn that people have different ideas about why the world is special, some religious and some non-religious. Children learn that some people believe that the world was created by God and should be cared for because of this. Children learn that some people believe the scientific theory that the world was caused by the Big Bang. Children learn that many Christians believe that humans are Gods caretakers of the world. Children make simple connections to their own beliefs about the world and how they can care for it.</p>	<p><b>Unit 3.6: How do beliefs and ideas about land shape the way human beings believe?</b> Children learn that land is important to humans and in order to care for the land people rely on cooperation. Children describe religious and non-religious beliefs about the land and the natural world. Children learn how the beliefs about the land and the natural world impact the way different people live. Children make connections between similar beliefs of stewardship for Christians and Muslims. Children begin to ask questions and consider how ideas about the land and</p>	<p><b>Unit 5.2: What is the role and impact of the Manir on the lives of Hindus and local community in your areas and around the world?</b> Children learn that a Manir is a sacred house of worship for Hindus. Children learn the importance of some of the deities Hindus worship and what they represent. Children will learn some of the practices that take place in a Mandir. Children will learn how the Manir affects the both the local and global community. Children will learn how some Mandirs vary around the world and the reasons for this. Children will ask questions and reflect on how religious</p>



	<p>Children learn that people have different beliefs about how the world was created. Children learn the Christian story of creation. Children discuss ways in which we can take care of the world. Children consider their own views on creation.</p>		<p>the natural world resonate with them.</p>	<p>believers make sense of God, and its complexities. Children will reflect on why communal places are important to individuals and the community.</p>
<p><b>4. Experience and Behaviour:</b> (How religious experiences influence actions and moral decisions)</p>		<p><b>Unit 1.3 Part 1: Diversity within Judaism: What do Jews believe and how may they live?</b> Children learn the Jewish story of creation. Children begin to consider how beliefs in G-d shape the way Jews live. Children begin to consider how different artefacts are used during Jewish religious ceremonies and why they are important. Children consider the similarities and differences between their own beliefs and ways of living.</p> <p><b>Unit 1.5 Part 2: Diversity within Judaism: What do Jews believe and how may they live?</b> Children learn some of the main beliefs that are important to Jews.</p>	<p><b>Unit 3.3: Diversity within Hindu Dharma: Why is Diwali an important festival to Hindu's?</b> Children learn the story of Rama and Sita and its deeper meaning. Children learn how Hindus may show their faith during Diwali in Great Britain and around the world. Children learn that Diwali is celebrated differently by different Hindus around the world. Children can begin to reflect on the impact of taking part in festivals and community rituals on the individual as well as the community.</p>	<p><b>Unit 5.5 Why is prophet Muhammed so special to Muslims? How might this help Muslims lead a good life?</b> Children learn how the Qur'an was revealed to the Prophet Muhammad and understand why this makes the Qur'an important to Muslims. Children learn some of the important beliefs from the Qur'an. Children learn some important practices that Muhammed instructed Muslims to carry out. Children identify how this impacts Muslims today. Children reflect on questions around how religions can grow, and the challenges they can face.</p>



		<p>Children learn some of the ways Jews may celebrate significant festivals. Children learn how different artefacts may be used during religious ceremonies and what they represent. Children begin to make connections between stories from the Torah and how Jews live their lives. Children consider their own ideas about the value of remembering the past and giving thanks.</p>		
<p><b>5. Leading a good life:</b> (Ethical teachings within religions and philosophies on living morally good lives)</p>		<p><b>Unit 1.1: How do people know how to treat each other?</b> Children learn that everyone is different and unique and that these differences are valued. Children learn that Christians use stories to teach them ways to show kindness e.g. giving to charity, helping others when they need it. Children learn that Jews believe that people are reflections of G-d, caring and good. Children learn that Sikh Gurdwara's have community kitchens.</p>	<p><b>Unit 3.4: Why is Jesus a special person to some religious people? How might this help Christians to live a good life?</b> Children learn that Jesus is a special figure in Christianity and Christians use stories in the Bible to show this. Children learn how some texts connect to core beliefs and concepts. Children learn how people use stories, texts and teaching to guide their beliefs and practices. Children learn that society is impacted by religion and some countries have laws and morality based around Christian teaching.</p>	<p><b>Unit 5.4 What are Jewish food laws (Kashut) and how do these beliefs impact Jewish people in different ways?</b> Children learn that the Torah is an important source of authority for Jews and contains important rules on how to live. Children learn some of the relevant beliefs Jews have in relation to laws around food. Children consider how following Jewish food laws will impact the lives of Jews in different ways. Children consider ethical questions around food consumption and make connections to their own experiences and views.</p>



		<p>Children learn that some people are not religious but still believe they should be kind and caring. Children consider how they can help in their own community.</p>	<p>Children learn that lots of people from different religions and worldviews can learn from stories that Christians also learn from.</p>	
<p><b>6. Continuity, Change and Diversity:</b> (How religious beliefs evolve over time while maintaining continuity, and the coexistence of diverse perspectives)</p>		<p><b>Unit 1.6: Why are holy books special to Christians and Jews?</b> Children learn why holy books are special to different people. Children learn that the Torah and the Bible share some stories and rules. Children learn that The Ten Commandments are rules for G-d/God on how to live for Christians and Jews. Children begin to understand how authoritative texts can influence people's actions and behaviour. Children begin to understand the different influences people are driven by to lead a good life, including themselves.</p>	<p><b>Unit 3.5: What do Jews learn about Passover? What special things might they do?</b> Children learn the Exodus story and why it is important. Children identify some Jewish practices during Passover and make connections to stories in the Torah. Children begin to reflect on why the concept of freedom is important to different people.</p>	<p><b>Unit 5.6: What do different people believe about what happens when you die? How might this impact the way they believe in life?</b> Children learn what a belief is. Children learn key beliefs around life after death for different worldviews. Children make connections between beliefs around life after death and how they impact people's lives. Can learn some ways in which people can interpret beliefs in different ways. Children consider the similarities and differences between beliefs on life after death. Children ask questions and reflect on their own values that they want to live by and consider what motivates them to hold these values.</p>