



Curriculum Progression Map

Subject: RE

Intent:

'I have come that they may have life, and have it to the full.' (John 10:10)

At Chalfont St Peter Church of England Academy our values, both learning values and Christian values, are woven throughout our Religious Education curriculum. We aim to develop children's abilities to connect, critically reflect upon, evaluate and apply their learning to their own growing understanding of religion and belief of themselves, the world and human experience. We begin this exploration from the familiar and local and build on this to introduce increasingly less familiar and more distant ideas, concepts and places.

Autumn	Year 3	Year 4	Year 5	Year 6
Knowledge	<p>Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child? Religion: Hinduism</p> <p>UC Concept: Incarnation Key Question: What is Trinity? Religion: Christianity</p>	<p>UC Concept: People of God Key Question: What is it like (for Christians) to follow God? Religion: Christianity</p> <p>Year 4 Nativity</p>	<p>Theme: Beliefs and moral values Key Question: Are Sikh stories important today? Religion: Sikhism</p> <p>UC Concept: Incarnation Key Questions: Was Jesus the Messiah? Religion: Christianity</p>	<p>UC Concept: Gospel Key Question: What would Jesus do? Religion: Christianity</p> <p>Theme: Christmas Concept: Incarnation Key Question: How significant is it that Mary was Jesus' mother? Religion: Christianity</p>
Skills	<p><i>Empathy and critical thinking by exploring how religious festivals and practices foster belonging and identity in Hinduism.</i></p>	<p><i>Empathy and understanding by exploring what it means for Christians to follow God, reflecting on their values, actions, and sense of purpose. They also enhance their</i></p>	<p><i>Critical thinking and reflective skills by exploring the relevance of Sikh stories today, considering their moral lessons and impact.</i></p> <p><i>In addition, they also enhance</i></p>	<p><i>Critical thinking and ethical reasoning skills by exploring the question, "What would Jesus do?" to understand Christian values and decision-making. They also</i></p>

	<i>reasoning skills by studying the Christian concept of Incarnation and the Trinity, understanding their significance in worship and their impact on Christian life and beliefs.</i>	<i>creative skills by studying and performing the Nativity, deepening their understanding of its significance in Christian faith and tradition.</i>	<i>their understanding of Christian beliefs by examining the concept of Incarnation and discussing whether Jesus was the Messiah, deepening their knowledge of faith and theology.</i>	<i>enhance their reflective skills by considering the significance of Mary as Jesus' mother, deepening their understanding of the Incarnation and its importance in Christianity.</i>
Spring	Year 3	Year 4	Year 5	Year 6
Knowledge	<p>Theme: Beliefs and Practices Key Question: How special is the relationship Jews have with God? Religion: Judaism</p> <p>UC Concept: Salvation Key Question: Why do Christians call the day Jesus died 'Good Friday'? Religion: Christianity</p>	<p>Theme: Hindu Beliefs Key Question: How can Brahman be everywhere and in everything? Religion: Hinduism</p> <p>UC Concept: Gospels and the Good Samaritan Key Question: What kind of world did Jesus want? Religion: Christianity</p>	<p>Theme: Prayer and Worship Key Question: What is the best way for a Sikh to show commitment to God? Religion: Sikhism</p> <p>UC Concept: Salvation Key Question: What do Christians believe Jesus did to save human beings? Religion: Christianity</p>	<p>UC Concept: Creation and Fall Key Question: Creation and science: conflicting or complementary? Religion: Christianity</p> <p>UC Concept: Kingdom Of God Key Question: What kind of King is Jesus? Religion: Christianity</p>
Skills	<p><i>Analytical skills by examining how beliefs and practices shape the relationship between Jews and God.</i></p> <p><i>Reflective and empathetic skills by exploring the concept of salvation and the significance of Good Friday for Christians, deepening their understanding of faith, sacrifice, and its impact on worship and life.</i></p>	<p><i>Critical thinking and reflection skills by exploring how Brahman is understood to be everywhere and in everything in Hinduism.</i></p> <p><i>Empathy and ethical reasoning by studying the Good Samaritan, considering Jesus' teachings on kindness, compassion, and the kind of world he envisioned.</i></p>	<p><i>Empathy and understanding by exploring how Sikhs show commitment to God through prayer and worship.</i></p> <p><i>Critical thinking and reflection by examining Christian beliefs about salvation, considering what Jesus did to save humanity and the significance of his actions for Christian faith and practice.</i></p>	<p><i>Critical thinking and reflective skills by exploring the relationship between creation and science, considering whether they conflict or complement each other.</i></p> <p><i>They also enhance their understanding of Christian beliefs by examining the nature of Jesus as King, reflecting on his teachings and what kind of ruler he represents.</i></p>

Summer	Year 3	Year 4	Year 5	Year 6
Knowledge	<p>Theme: Pilgrimage to the River Ganges Key Question: Would visiting the River Ganges feel special to a non-Hindu? Religion: Hinduism</p> <p>UC Concept: Creation/Fall Key Question: What do Christians learn from the creation story? Religion: Christianity</p>	<p>UC Concept: Kingdom of God Key Question: When Jesus left, what was the impact of Pentecost? Religion: Christianity</p> <p>Theme: Rites of Passage and good works Key Question: What is the best way for a Jew to show commitment to God? Religion: Judaism</p>	<p>UC Concept: God Key Question: What does it mean (for Christians) if God is holy and loving? Religion: Christianity</p>	<p>Theme: Beliefs and Practices Key Question: What is the best way for a Muslim to show commitment to God? Religion: Islam</p> <p>Theme: Beliefs and moral values Key Question: Does belief in Akhirah help Muslims lead good lives Religion: Islam</p>
Skills	<p><i>Empathy and cultural awareness by exploring the significance of pilgrimage to the River Ganges in Hinduism and reflecting on how it may feel for non-Hindus.</i></p> <p><i>Critical thinking and moral reasoning by examining the Christian creation story and its teachings about responsibility and stewardship.</i></p>	<p><i>Critical thinking and reflective skills by exploring the impact of Pentecost and the spread of Christianity after Jesus' departure.</i></p> <p><i>They also enhance their understanding of commitment by examining Jewish rites of passage and good works, considering how these practices express devotion and strengthen faith.</i></p>	<p><i>Critical thinking and reflective skills by exploring the meaning of God's holiness and love in Christianity. They consider how these attributes shape Christian beliefs and actions, deepening their understanding of how Christians live out their faith and the significance of God's nature in their daily lives.</i></p>	<p><i>Critical thinking and reflective skills by exploring how Muslims show commitment to God through beliefs and practices, such as prayer and charity.</i></p> <p><i>They also enhance their understanding of the concept of Akhirah, considering how belief in the afterlife influences Muslims to lead moral and purposeful lives.</i></p>
Impact: End Points				
	<p><i>In Year 3, students begin building a secure understanding of the religions studied by learning about key figures, religious practices, and festivals from</i></p>	<p><i>In Year 4, students deepen their understanding of religious teachings, expanding their knowledge to include concepts like creation, salvation, and the significance of rituals. They explore the moral and ethical implications of religious beliefs,</i></p>	<p><i>By Year 5, students have developed a more sophisticated understanding of the religions they study, including the complex theological concepts and deeper moral teachings of major world religions. They engage with a wide range of</i></p>	<p>The knowledge, skills and understanding we want children to have on leaving Chalfont St Peter Academy are:</p>

	<p><i>different faiths. They explore the basic beliefs and values of religions like Christianity, Hinduism, and Islam. Through this, they start developing a sense of how religion shapes individuals and communities. As they engage with simple ultimate questions, such as the meaning of life and the role of religion in daily living, they begin to form an understanding of the significance of religious teachings in personal and societal contexts.</i></p>	<p><i>particularly in Christianity and Islam, and start connecting these to their own lives. Students begin to engage more critically with ultimate questions about the meaning and purpose of existence, reflecting on how religious teachings, such as the concept of the Kingdom of God or belief in the afterlife, guide believers in living good lives and making moral decisions. This year lays the groundwork for deeper philosophical exploration.</i></p>	<p><i>ultimate questions, such as the nature of God, the purpose of life, and the role of suffering in human existence. Students reflect on how different religions answer these questions and examine the significance of these responses in shaping personal and communal lives. At this stage, they are able to engage thoughtfully and critically with philosophical and theological issues, having developed a secure knowledge base that allows them to reflect meaningfully on the broader questions of existence.</i></p>	<p>A secure understanding and knowledge of the religions studied.</p> <p>An ability to readily engage with a range of ultimate questions about the meaning and significance of existence.</p>
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From ODBE Scheme of work

Intent: The purpose of this RE Scheme of Work is to give pupils from EYFS through to Year 6 a coherent picture of Christian worldviews and a range of other worldviews as appropriate to each Locally Agreed Syllabus. It will take pupils on a journey through a range of concepts driven by three core strands: Beliefs and questions, Community and identity and Reality and truth. These strands will create connections between substantive and the disciplinary knowledge, and the units will include opportunities for the development of personal knowledge. The aim is to develop curiosity in pupils and equip them for future learning about, as well as enabling them to make sense of, the complex world of religious and non-religious worldviews. Beliefs and questions will focus on theology, looking at the core beliefs and diverse interpretations of text, symbols and teachings of the chosen religions and worldviews. Community and identity will focus on Human and Social Science and using data and other sources to examine practices and human expressions of religious and non-religious beliefs. Reality and truth will focus on philosophy and ethics, looking at how people decide what is true and reliable drawing on the worldviews covered in the other units. It is in these units that pupils will have the opportunity to explore the wider concept of what a worldview is and how people reach these ideas. Schools should consider how these strands will help to express their school's distinctive Christian vision and adapt as required. This is likely to be a change of emphasis rather than a wholesale revision.

Impact Pupils will know more and be able to give an age-appropriate, coherent account of Christianity and the other worldviews covered. They will be able to ask questions, use a range of sources and skills to explore the traditions taught and have developed curiosity about how and why people think and act. They will know that there is more to learn about religious and nonreligious worldviews and have developed the skills to research further. Pupils will understand that there are different ways of interpreting texts, and that different people reach different conclusions about what is true, good, right, and wrong. Outcomes, progression, and improvement information will be contained within the scheme and can be adapted to suit individual school expectations.