RE PROGRESSION MAP 2025-2027

	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
EYFS	What makes me special?	Who is special to different People?	Which stories are special to different people?	How do different people celebrate their special times?	What places are special to different people?	If the world is special, how should we treat it?
	Why this and why now?					
	At the start of the year, pupils will be learning a little more about themselves and others. They talk about their interests, likes, dislikes, family and friends, as well as familiar customs and routines. They consider ways in which other people are similar to or different from them, including the fact that some people belong to a religious worldview.	After the initial unit of finding out about themselves and others, children find out a little more about which people are special to them, their school and local community, and to religious people. They are introduced to the word 'God' and explore why God is special to some religious people. They do this by engaging with some important stories for Christians, Hindus and Jewish people and exploring how these people put their beliefs about God into practice in the real world.	Children find out a little more about religious worldviews by exploring books and stories that are important to Christians and Muslims. They are introduced to the Bible and the Qur'an, think about why these books are important and how they are treated by Christians and Muslims. They use questions drawn from Theology to find out more about Christian and Muslim stories. They also think about the books and stories that are important to them, and why they are important.	Having explored some special people, books and stories within religious worldviews, in this unit children investigate how different people celebrate their special times, including Christians and Sikhs. They make links with their own celebrations and learn about how different people might celebrate religious festivals different across the globe. They ask questions drawn from the human / social sciences to help them understand what they are seeing.	Children articulate which places are special to them and why. They find out a little more about the places that are special to religious people, including opportunities to engage with Christian, Hindu, Jewish, Muslim and Sikh worldviews. Using questions drawn from the human / social sciences, children explore what makes these places special.	Having explored special places to religious people in the previous unit, in this unit, children find out a little more about what it means for the natural world to be special. Using questions drawn from Theology, they explore creation stories drawn from Muslim and Christian worldviews and their importance to Muslims and Christians. They also think about their own impact on the natural world and how they can help look after it.
	Vocabulary, Key Concepts/Skills					
	Community Family Religion Special World Context Identity and Belonging	Christian God Hindu Jewish Special Context Identity and Belonging Meaning and Purpose	Bible Christian Muslim Qur'an Context Identity and Belonging Power and Authority	Christian Easter Jesus Sikh Vaisakhi Context Identity and Belonging Meaning and Purpose	Church / Chapel / Cathedral Gurdwara Mandir Mosque Synagogue Context Identity and Belonging Meaning and Purpose	Allah Bible Creation God Qur'an Context Identity and Belonging Meaning and Purpose Power and Authority Values and Morality

Cycle A	Who is God to Christians and why does God matter to them?	Why is it important to say thank you?	Who is Allah (God) to Muslims and why does Allah (God) matter to them?	Is it possible to speak to God?	What is my view of the world?	Is there a right way to worship?
	Why this and why now?					
	Pupils have the opportunity to build on learning in EYFS by exploring in detail ways in which Christians articulate their beliefs about God. They also deepen their understanding of how context influences the ways in which Christians express their beliefs.	Pupils build on learning about special times in EYFS and learning in the previous term by exploring different ways in which people show thankfulness, including through key festivals, such as Harvest and Sukkot. They also deepen their understanding of the key sources of authority for religious people and the ways in which context affects their ways of living.	Pupils have the opportunity to build on learning in EYFS and autumn term by exploring in detail ways in which Muslims articulate their beliefs about Allah (God). They also deepen their historical and geographic understanding of the origins of Islam.	In this unit, pupils build on their understanding of the Muslim concept of God by considering how Muslims prayer to God. They begin to ask philosophical questions about the concept of communicating with God. They deepen their understanding of the ways in which context affects being Muslim, as well as exploring some different ways in which religious people pray.	Using their learning from previous units, pupils now look inwards at their own worldview. They consider how context has shaped the things they believe and value. They explore how context has influenced how they live their own lives. They are introduced to the distinction between individual and organised worldviews, recognising examples of these from previous learning.	Bringing together their knowledge about religious, organised and individual worldviews, sources of authority and context, pupils explore a philosophical question about worship.
	Vocabulary, Key Concepts/Skills					
	Bible Christian Church Creation Cross God Stewardship Meaning and Purpose Power and Authority	Gratitude Harvest Katiakatanga Māori Prayer Stewardship Sukkot Thankfulness Tikkun Olam Context Meaning and Purpose	99 Names Allah Arabic Creation God Harmony Mosque Muslim Prophet Muhammad Qur'an Special Context Identity and Belonging Meaning and Purpose Power and Authority Values and Morality	Allah Christian Church Communication Context Jewish Gurdwara Makkah Mosque Muslim Prayer Prophet Muhammad Sikh Synagogue Waheguru Wudu Human / social sciences Philosophy	Context Diversity Individual worldview Organised worldview Personal worldview Worldview Context Meaning and Purpose	Context Diversity God (Allah) Individual worldview Organised worldview Reason Worship Worthy Context Meaning and Purpose Power and Authority

Cycle B	What is a human being? (Part 1)	What is a human being? (Part 2)	Local Case Study 1	Local Case Study 2	How do people welcome a new human into their community? (Part 1)	How do people welcome a new human into their community? (Part 2)
	Why this and why now?					
	Building on learning from Cycle A pupils explore more deeply how people's beliefs are shaped by key sources of authority. They do this by interpreting key Christian sources of authority.	Building on learning from Cycle A and the previous term, pupils interpret key sources of authority to understand better Muslim and Sikh beliefs about human beings.	In this and the next unit, pupils apply their understanding of key sources of authority to the ways in which key individuals have lived their lives. They consider how the combination of these sources of authority and context have influenced the person they are studying	In this and the previous unit, pupils apply their understanding of key sources of authority to the ways in which key individuals have lived their lives. They consider how the combination of these sources of authority and context have influenced the person they are studying.	Pupils deepen their knowledge and understanding of beliefs about human beings by exploring how religious and non-religious people welcome a new baby into the community. They develop their understanding of the 'ways of knowing' (disciplinary knowledge) by using questions and tools that help them explore how context affects ways of living.	Pupils build on learning from the previous unit by exploring the ways in which adults are welcomed into a new community. They focus on understanding how context affects ways of living in more complex ways.
	Vocabulary, Key Concepts/Skills					
	Bible Creation God Human Image of God Methodist Purpose Orthodox Unique Meaning and Purpose Power and Authority	Allah Equality Guru Guru Granth Sahib Harmony Human Khalifa Prophet Muhammad Qur'an Sikh Waheguru Meaning and Purpose Power and Authority	Abolition Christian Dignity Emancipation Equality Freedom Image of God Parable Respect Slavery	Community Empire Granthi Gurdwara Hadith Harmony Imam Khalifa Leader Maharajah Mosque Muslim Shaykh Sikh	Baptism Celebration Context Dedication Hindu Humanism Naming Ceremony Non-Religious Rakhi Raksha Bandhan Ritual Welcome Worldview Context Identity and Belonging Meaning and Purpose	Baptist Believer's Baptism Belonging Convent Monastery Monk Nun Ritual Philosophy / Philosopher Shahadah Welcome Context Identity and Belonging Meaning and Purpose