



Maryland RE progression map

	Autumn	Spring	Summer
Early years	<p>Topic: Why do Christians celebrate Christmas?</p> <p>Specific skills:</p> <ul style="list-style-type: none"> To describe and discuss beliefs and practices. 	<p>Topic: What can be special about living with family and friends?</p> <p>Specific skills:</p> <ul style="list-style-type: none"> To describe and discuss beliefs and practices. 	<p>Topic: Stories and what they tell us</p> <p>Specific skills:</p> <ul style="list-style-type: none"> To describe and discuss beliefs and practices.

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Year 1	<p>Topic: What does it mean to belong to Christianity?</p> <p>Specific knowledge:</p> <ul style="list-style-type: none"> To experience visiting a local church. To review the Bible and why this is an important holy book for Christians. To review two stories that can be drawn upon in this unit (The Good Samaritan and the Lost coin). To review where Christians go to worship God together. <p>Specific skills:</p> <ul style="list-style-type: none"> To describe, discuss, explain and analyse beliefs and practices, recognising the diversity, which exists within and between communities and amongst individuals. To find out and investigate key concepts and questions of belonging, meaning, purpose, and truth. 	<p>Topic: What does it mean to belong to Sikhism?</p> <p>Specific knowledge:</p> <ul style="list-style-type: none"> Pupils have learnt about how different families celebrate different festivals and why they are important in their tradition. They have learnt about the story about the Donkey and the Tiger skin, and about how Sikh people celebrate Guru Nanak's birthday. Pupils will have learnt about: Christian traditions that take place in the home – prayers, worship, Bible reading, Christmas traditions as well as the festival of Christmas. <p>Specific skills:</p> <ul style="list-style-type: none"> To describe, discuss, explain and analyse beliefs and practices, recognising the diversity, which exists within and between communities and amongst individuals. To find out and investigate key concepts and questions of belonging, meaning, purpose, and truth. 	<p>Topic: What does it mean to belong to Islam? What does it mean to belong to Hinduism?</p> <p>Specific knowledge:</p> <ul style="list-style-type: none"> Pupils have learnt about a variety of religious stories, religious festivals and artefacts from other religions. They have learnt about what Muslim people believe and how they live their lives, as well as about the festival Eid-ul-Fitr. Pupils have been taught: How different religions live well with their families. <p>Specific skills:</p> <ul style="list-style-type: none"> To describe, discuss, explain and analyse beliefs and practices, recognising the diversity, which exists within and between communities and amongst individuals. To find out and investigate key concepts and questions of belonging, meaning, purpose, and truth.



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Year 2	<p>Topic: Where did the world come from?</p> <p>Specific knowledge:</p> <ul style="list-style-type: none"> • Pupils to review a range of religions and key beliefs within religions. • Pupils will have learnt about how different people from different religions belong to their faith. • Pupils will have learnt about key beliefs about God in Christianity, Islam and Hinduism. <p>Specific skills:</p> <ul style="list-style-type: none"> • Describe, discuss, explain and analyse beliefs and practices, recognising the diversity, which exists within and between communities and amongst individuals. • Investigate key concepts and questions of belonging, meaning, purpose, and truth. • Enquire into what enables different individuals and communities to live together respectfully. 	<p>Topic: How do we know Easter is coming?</p> <p>Specific knowledge:</p> <ul style="list-style-type: none"> • Pupils have learnt about a range of religions and key beliefs within religions. They have visited a church and learnt about the Bible and stories from it. (The Good Samaritan & The Lost Coin). • Pupils will have learnt about how different people from different religions belong to their faith. Pupils will have learnt about key beliefs about God in Christianity and have learnt about the Christian festival of Christmas. • Pupils have learnt about the Bible and why it is so important for Christians. <p>Specific skills:</p> <ul style="list-style-type: none"> • Describe, discuss, explain and analyse beliefs and practices, recognising the diversity, which exists within and between communities and amongst individuals. • Investigate key concepts and questions of belonging, meaning, purpose, and truth. • Enquire into what enables different individuals and communities to live together respectfully. 	<p>Topic: Why did Jesus tell stories?</p> <p>Specific knowledge:</p> <ul style="list-style-type: none"> • Pupils have learnt about a range of religions and key beliefs within religions. • They have learnt about two stories Jesus told to his followers – The Good Samaritan and the Lost Coin. • Pupils will have learnt about how different people from different religions belong to their faith. • Pupils will have learnt about key beliefs about God in Christianity and how important Jesus is to Christian via the Christmas story. <p>Specific skills:</p> <ul style="list-style-type: none"> • Describe, discuss, explain and analyse beliefs and practices, recognising the diversity, which exists within and between communities and amongst individuals. • Investigate key concepts and questions of belonging, meaning, purpose, and truth. • Enquire into what enables different individuals and communities to live together respectfully.



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Year 3	<p>Topic: Holi</p> <p>Specific knowledge:</p> <ul style="list-style-type: none"> In KS1 pupils are taught to recall and comprehend knowledge about a range of religions. Pupils were taught: about special religious clothes and symbols e.g. Topee, Diva lights and special occasions, e.g. Christening, Christmas about special artefacts and events, e.g. Eid and prayer mats and Rakhi wristbands. In Year 2 pupils were taught: About why holy books are special, how people learn from them and why they are important to a believer and about how the world was created according to the Hindu tradition. <p>Specific skills:</p> <ul style="list-style-type: none"> To describe, discuss, explain and analyse beliefs and practices, recognising the diversity, which exists within and between communities and amongst individuals. Demonstrate awareness of key concepts, interpret, find out and investigate key concepts and questions of belonging, meaning, purpose, and truth. Enquire into what enables different individuals and communities to live together respectfully. 	<p>Topic: How do Jews celebrate?</p> <p>Specific knowledge:</p> <ul style="list-style-type: none"> Pupils will have learnt about how different people from different religions belong to their faith, including Judaism. Pupils will have learnt about different holy books, and some stories within them for different religions which can be drawn upon in this unit from the Torah, Tenakh/Jewish Bible. <p>Specific skills:</p> <ul style="list-style-type: none"> To describe, discuss, explain and analyse beliefs and practices, recognising the diversity, which exists within and between communities and amongst individuals. Demonstrate awareness of key concepts, interpret, find out and investigate key concepts and questions of belonging, meaning, purpose, and truth. Enquire into what enables different individuals and communities to live together respectfully. 	<p>Topic: Light</p> <p>Specific knowledge:</p> <ul style="list-style-type: none"> Pupils will have learnt about how different people from different religions belong to their faith. Pupils will have learnt about key beliefs about God in Christianity and Hinduism. Pupils will have learnt about different holy books, and some stories within them for different religions which can be drawn upon in this unit, as festivals flow from a holy book. <p>Specific skills:</p> <ul style="list-style-type: none"> To describe, discuss, explain and analyse beliefs and practices, recognising the diversity, which exists within and between communities and amongst individuals. Demonstrate awareness of key concepts, interpret, find out and investigate key concepts and questions of belonging, meaning, purpose, and truth. Enquire into what enables different individuals and communities to live together respectfully.



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Year 4	<p>Topic: What makes me the person I am?</p> <p>Specific knowledge:</p> <ul style="list-style-type: none"> In KS1 pupils are taught to recall and comprehend knowledge about a range of religions. Pupils were taught :About special occasions and special artefacts in religions from different religions. In Year 2 pupils were taught :About why holy books are special and stories from within them, learning how these are important to a believer. In Year 3 pupils were taught: About symbols and sayings in a wide range of religions and worldviews in places of worship as well as festivals. <p>Specific skills:</p> <ul style="list-style-type: none"> To describe, discuss,explain and analyse beliefs and practices, recognising the diversity, which exists within and between communities and amongst individuals. To demonstrate awareness of key concepts, interpret, find out and investigate key concepts and questions of belonging, meaning, purpose, and truth. Enquire into what enables different individuals and communities to live together respectfully. Draw connections among ideas, differentiate, organise and compare key concepts. 	<p>Topic: Hindu worship</p> <p>Specific knowledge:</p> <ul style="list-style-type: none"> In KS1 pupils are taught to recall and comprehend knowledge about a range of religions. In Year 1 pupils were taught: About special religious clothes and symbols e.g. Topee, Diva lights and special occasions, e.g. Christening, Christmas about special artefacts and events, e.g. Eid and prayer mats and Rakhi wristbands. In Year 2 pupils were taught: About why holy books are special, how people learn from them and why they are important to a believer. Also about how the world was created according to the Hindu tradition. In Year 3 pupils were taught: About Diwali around the theme of light along with other religious festivals.About Christian and Muslim symbols and sayings. <p>Specific skills:</p> <ul style="list-style-type: none"> To describe, discuss,explain and analyse beliefs and practices, recognising the diversity, which exists within and between communities and amongst individuals. To demonstrate awareness of key concepts, interpret, find out and investigate key concepts and questions of belonging, meaning, purpose, and truth. Enquire into what enables different individuals and communities to live together respectfully. Draw connections among ideas, differentiate, organise and compare key concepts. 	<p>Topic: Marriage</p> <p>Specific knowledge:</p> <ul style="list-style-type: none"> In KS1 pupils are taught to recall and comprehend knowledge about a range of religions. In Year 1 pupils were taught: About special occasions and special artefacts in religions. In Year 2 pupils were taught: About why holy books are special and stories from within them, learning how these are important to a believer. In Year 3 pupils were taught: About symbols and sayings in a wide range of religions and worldviews in places of worship as well as festivals, e.g. Christmas through the symbol of light, a range of stories Jesus told that made people think. In Year 4 pupils were taught: about important beliefs from texts within a range of religions about how to behave and treat others. <p>Specific skills:</p> <ul style="list-style-type: none"> To describe, discuss,explain and analyse beliefs and practices, recognising the diversity, which exists within and between communities and amongst individuals. To demonstrate awareness of key concepts, interpret, find out and investigate key concepts and questions of belonging, meaning, purpose, and truth. Enquire into what enables different individuals and communities to live together respectfully. Draw connections among ideas, differentiate, organise and compare key concepts.



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Year 5	<p>Topic: Beliefs about God</p> <p>Specific knowledge:</p> <ul style="list-style-type: none"> In KS1 pupils are taught to recall and comprehend knowledge about a range of religions. In Year 2 pupils were taught: About why holy books are special and stories from within them and how they affect how people live their lives. In Year 3 and 4 pupils will be taught to apply their knowledge about religion to 21st century living. In Year 3 pupils were taught: About symbols and sayings in a wide range of religions and worldviews in places of worship as well as festivals. In Year 4 pupils were taught: About worship within the home and places of worship for people of a variety of religions. <p>Specific skills:</p> <ul style="list-style-type: none"> To describe, discuss, explain and analyse beliefs and practices, recognising the diversity, which exists within and between communities and amongst individuals. To demonstrate awareness of key concepts, interpret, find out and investigate key concepts and questions of belonging, meaning, purpose, and truth. To enquire into what enables different individuals and communities to live together respectfully. To draw connections among ideas, differentiate, organise and compare key concepts. Justify a decision, support and evaluate key concepts. 	<p>Topic: Muhammad and the Qur'an</p> <p>Specific knowledge:</p> <ul style="list-style-type: none"> In KS1 pupils are taught to recall and comprehend knowledge about a range of religions. In Year 2 pupils were taught: About why holy books are special and stories from within them and how they affect how people live their lives. In Year 3 and 4 pupils will be taught to apply their knowledge about religion to 21st century living. In Year 3 pupils were taught: About symbols and sayings in a wide range of religions and worldviews in places of worship as well as festivals, e.g. Ramadan and Eid. In Year 4 pupils were taught: About worship within the home and places of worship for people of a variety of religions about Muslim marriage. <p>Specific skills:</p> <ul style="list-style-type: none"> To describe, discuss, explain and analyse beliefs and practices, recognising the diversity, which exists within and between communities and amongst individuals. To demonstrate awareness of key concepts, interpret, find out and investigate key concepts and questions of belonging, meaning, purpose, and truth. To enquire into what enables different individuals and communities to live together respectfully. To draw connections among ideas, differentiate, organise and compare key concepts. Justify a decision, support and evaluate key concepts. 	<p>Topic: Thankfulness</p> <p>Specific knowledge:</p> <ul style="list-style-type: none"> In KS1 pupils are taught to recall and comprehend knowledge about a range of religions. In Year 2 pupils were taught: about why holy books are special and stories from within them and how they affect how people live their lives. In Year 3 and 4 pupils will be taught to apply their knowledge about religion to 21st century living. In Year 3 pupils were taught: about symbols and sayings in a wide range of religions and worldviews in places of worship as well as festivals. In Year 4 pupils were taught: about worship within the home and places of worship for people of a variety of religions. In Year 5 pupils were taught: about Muhammad and the Qu'ran about Jesus and the Bible. <p>Specific skills:</p> <ul style="list-style-type: none"> To describe, discuss, explain and analyse beliefs and practices, recognising the diversity, which exists within and between communities and amongst individuals. To demonstrate awareness of key concepts, interpret, find out and investigate key concepts and questions of belonging, meaning, purpose, and truth. To enquire into what enables different individuals and communities to live together respectfully. To draw connections among ideas,



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			differentiate, organise and compare key concepts. Justify a decision, support and evaluate key concepts.
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Year 6	<p>Topic: Similarities and differences between religions</p> <p>Specific knowledge:</p> <ul style="list-style-type: none"> In Year 3 and 4 pupils will be taught to apply their knowledge about religion to 21st century living. In Year 3 pupils were taught: About symbols and sayings in a wide range of religions and worldviews. In Year 4 pupils were taught: About religions in their neighbourhood and about signs and sayings that religions and worldviews share or are different. In Year 5 and 6 pupils will use what they have been taught previously to analyse and evaluate a range and how it affects daily living. In Year 5 pupils were taught: About different beliefs about God and his character and about special artefacts and events, e.g. festivals like Eid and Christmas. <p>Specific skills:</p> <ul style="list-style-type: none"> To describe, discuss, explain and analyse beliefs and practices, recognising the diversity, which exists within and between communities and amongst individuals. To demonstrate awareness of key concepts, interpret, find out and investigate key concepts and questions of belonging, meaning, purpose, and truth. To enquire into what enables different individuals and communities to live together 	<p>Topic: Beliefs about life after death</p> <p>Specific knowledge:</p> <ul style="list-style-type: none"> In Year 3 and 4 pupils will be taught to apply their knowledge about religion to 21st century living. In Year 3 pupils were taught: About symbols and sayings in a wide range of religions and worldviews. In Year 5 and 6 pupils will use what they have been taught previously to analyse and evaluate a range and how it affects daily living. In Year 5 pupils were taught: About different beliefs about God and his character. This should be drawn on when understanding the concept of life after death as this links to the nature of God and what death means to different religions and worldviews and about special artefacts and events, e.g. Eid and prayer mats. <p>Specific skills:</p> <ul style="list-style-type: none"> To describe, discuss, explain and analyse beliefs and practices, recognising the diversity, which exists within and between communities and amongst individuals. To demonstrate awareness of key concepts, interpret, find out and investigate key concepts and questions of belonging, meaning, purpose, and truth. To enquire into what enables different individuals and communities to live together respectfully. They can draw connections 	<p>Topic: Art in Christianity</p> <p>Specific knowledge:</p> <ul style="list-style-type: none"> In Year 3 and 4 pupils will be taught to apply their knowledge about religion to 21st century living. In Year 3 pupils were taught: About symbols and sayings in a wide range of religions and worldviews in places of worship as well as festivals like Christmas and about the teaching of Jesus. In Year 4 pupils were taught: About worship within the home and places of worship such as Easter and why the Bible is so special for Christians. In Year 5 pupils were taught: About Jesus and how Christians follow his example in the 21st century and about the festival of Christmas and textual criticism. <p>Specific skills:</p> <ul style="list-style-type: none"> To describe, discuss, explain and analyse beliefs and practices, recognising the diversity, which exists within and between communities and amongst individuals. To demonstrate awareness of key concepts, interpret, find out and investigate key concepts and questions of belonging, meaning, purpose, and truth. To enquire into what enables different individuals and communities to live together respectfully. They can draw



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	<p>respectfully. They can draw connections among ideas, differentiate, organise and compare key concepts.</p> <ul style="list-style-type: none">• Justify a decision, support and evaluate key concepts.	<p>among ideas, differentiate, organise and compare key concepts.</p> <ul style="list-style-type: none">• Justify a decision, support and evaluate key concepts.	<p>connections among ideas, differentiate, organise and compare key concepts.</p> <ul style="list-style-type: none">• Justify a decision, support and evaluate key concepts.
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