

Freeman Religious Education Topic and Progression Map

School Values	Curious	Achieve	Resilient	Independent	Nurturing	Gracious
What do these values look like in RE	Asking questions. Enjoys learning new knowledge and skills. Desire to learn more and improve.	Recognise and celebrate own success. Sets clear goals and challenges. Make expected or better progress.	Have a strong sense of self-belief. Respond to challenge positively. Show determination to succeed.	Attempt new skills and challenges positively. Take ownership of learning. Make decisions. Consistently retrieve/remember key skills and knowledge.	Be supportive to peers.	Cope with success and difficulty positively.
EYFS Topics	Autumn 1 <u>Creation 1</u> Why is the word 'God' important to Christians?	Autumn 2 <u>Incarnation 1</u> Why do Christians perform nativity plays at Christmas?	Spring 1 <u>Salvation 2</u> How can we help others when they need it?	Spring 2 <u>Salvation 2</u> Why do Christians put a cross in an Easter Garden?	Summer 1 <u>In carnation 2</u> What makes every single person unique and precious?	Summer 2 <u>Creation 2</u> How can we care for our wonderful world?
Year 1 topics	Big Question: Is it important to belong?		Big Question: Why do people celebrate?		Big Question: Should everyone learn to pray?	
	Autumn 1 Christianity; Church	Autumn 2 Judaism; Mitzvot	Spring 1 Christianity; Resurrection	Spring 2 Hinduism; Devotion	Summer 1 Judaism; Tefillah	Summer 2 Christianity; Worship
Year 2 Topics	Big question: What do people believe is important?		Big Question: Who is it right to follow?		Big Question: Can books and stories be good teachers?	
	Autumn 1 Judaism; teshuvah	Autumn 2 Christianity; saviour	Spring 1 Islam; compassion	Spring 2 Christianity; trust	Summer 1 Judaism; Torah	Summer 2 Christianity; parable
Year 3 Topics	Big question: Do beliefs make any difference to someone's life?			Big Question: What beliefs drive people to make a difference in the world?		
	Autumn 1 Christianity; reconciliation	Autumn 2 Islam; submission	Spring 1 Hinduism; Karma	Spring 2 Christianity; Kingdom of God	Summer 1 Humanism: Morals	Summer 2 Sikhism; Guru

Year 4 Topics	Big Question; What makes some people an inspiration to others?			Big Question: What beliefs bind a community together?		
	Autumn 1 Christianity; Salvation	Autumn 2 Islam; Prophet	Spring 1 Hinduism; Dharma	Spring 2 Judaism; Covenant	Summer 1 Christianity; Body of Christ	Summer 2 Sikhism; Equality
Year 5 Topics	Big Question: Where do people look for answers to life and living?			Big Question; Are some things more sacred than others?		
	Autumn 1 Christianity; Gospel	Autumn 2 Hinduism; Moksha	Spring 1 Islam; Revelation	Spring 2 Judaism; Holiness	Summer 1 Christianity; Eucharist	Summer 2 Buddhism; Enlightenment
Year 6 Topics	Big Question; Why are there so many different ideas about God?			Big Question: What are the best ways to think about living and dying?		
	Autumn 1 Christianity; Incarnation	Autumn 2 Islam; Tawheed	Spring 1 Hindusim; Brahman	Spring 2 Buddhism; Refuge	Summer 1 Christianity; Resurrection	Summer 2 Humanism; Happiness
	EYFS		Key Stage 1		Key Stage 2	
HSS (Health and Social Sciences)	Select or design enquires which include examples of the 'lived reality' of a religion or worldview which reflect a belief or concept. Examples must include a balance of story, celebration, and practice.		Include examples of the lived reality of the religion or worldview, which reflect a selected belief or concept. Examples must include a balance of texts and stories, community practices e.g. celebrations, and individual lifestyles e.g. food rules.		Include examples of the lived reality of the religion or worldview. These must reflect the belief or concept and draw on a balance of text, community practice and individual lifestyle	
Theology	Select or design enquiries which are related to an important belief or concept in a religion or worldview. The beliefs or concepts required are specified.		Unpack and illustrate an important belief or concept in the religion or worldview. The beliefs or concepts required are specified.		Focus on an important belief or concept in a religion or worldview. A choice of beliefs or concepts is specified.	
Philosophy	Support pupils as they wonder together about 'big' questions. Six 'big' questions must be asked in Reception; these are specified and tied to particular terms		Inform and support pupils as they talk about 'big' questions. Six 'big' questions are specified for KS1.		Inform, and support, pupils' discussion of a 'big' question. Eight 'big' questions are specified for KS2.	

	EYFS	Key Stage 1	Key Stage 2
Engage	Handle a religious artefact, related to a celebration or practice, and maybe belonging to a pupil, and wonder what it is - enjoy a positive image of a religion or worldview e.g. through a story, art, music, food, picture or video clip	Draw on experiences which create a link / bridge to a religious belief or concept e.g. personal experiences, or experiences in a story, film or picture	Unpack a belief or concept, relating it to their own experience, things they can understand or imagine - encounter issues, events, artefacts, symbols or stories, which introduce the belief or concept in its religious context, stimulating questions
Enquire	Talk about the Enquiry question and think about what they need to find out, and how they can do this	Puzzle over an artefact or story which will lead into the Enquiry question - consider the Enquiry question and ask what they need to find out and how they could go about it	Discuss the Enquiry question, analysing its meaning and suggesting what is needed to answer it
Explore	Use imaginative play or reflective storytelling to promote talk about a relevant religious story or teaching, and be introduced to new vocabulary · meet Christians who can share stories, special times or practices that their own children would enjoy, maybe while on a visit to a local church · talk about a festival and learn that people celebrate differently · prepare and ask questions of Christians and others about things they do as part of their way of life and compare these with their own experiences · access activities in continuous provision which help understand a belief or concept e.g. 'rescuing' activities	Interact with, and ask questions about the meaning, origin, context or use of stories, sayings, art or songs which express the belief or concept - visit, sometimes virtually, places of worship focussing on artefacts, symbols or celebrations, that express the belief or concept, and talk about these - encounter children of faith practitioners, or other suitable visitors, to ask about their personal religious practices and how they connect to beliefs	Study the origin of a belief in stories, texts, teachings, and discussing the possibility of different interpretations - investigate how a belief affects community practice, locally and further afield, making use of visitors, visits, video and internet meet, in action and dialogue, a range of people to gain understanding of the breadth, diversity and impact of a belief on different individuals - talk to individuals to compare 'lived reality' to learning gained from other sources
Evaluate	Use new vocabulary correctly in questions and answers about their learning, including understanding the use of the word 'God' as a name	Recall important facts from their learning, using subject vocabulary correctly e.g. believe, God, pray, celebrate - ask whether they can answer the Enquiry question, sharing ideas as a class	Use subject vocabulary, with confidence, and increasing accuracy in class discussion, review and retrieval exercises - demonstrate their learning in relation to the Enquiry question and construct group or individual answers
Express	Recreate stories, artefacts or customs that they have learnt about, sharing them with others and talking about them	Share both their learning, and their own ideas, with others, through various means e.g. writing, art, craft, dance, drama	Communicate their own and others' insights into this belief or concept e.g. through writing, art and design, music, dance, drama and ICT, and share with a wider audience

Extend	Be encouraged to respond to the 'big' question for the term, to listen to others carefully, and to help find more than one answer.	Puzzle over the related 'Big' question together, collecting different ideas, and learning to listen carefully to others - make simple links between the 'Big' question and the beliefs and traditions of people they have met /learned about	Draw on their growing knowledge of religion and worldviews to discuss the related 'Big' question, reflecting on their own and others' insights practise skills of debate, listening attentively, giving well-reasoned answers and demonstrating respect for other opinions
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