

Black Horse Hill Infant School RE Curriculum Progression Map

	AUTUMN	SPRING	SUMMER
F1	<p>Make connections between the features of their family and other families.</p> <p>Celebrations and Festivals - An introduction to Diwali</p> <p>Our own family celebrations</p> <p>The Christmas Story – Introduction to the Bible</p>	<p>Plant seeds and grow plants</p> <p>An introduction to Easter and the Easter Story</p> <p>An introduction to Holi</p> <p>An introduction to Eid</p> <p>Chinese New Year</p>	<p>Read the story – “The Proudest Blue” by Ibtihaj Muhammad and learn about the hijab</p> <p>Talk about the beach, the environment and sea animals.</p>
F2	<p>Why am I special?</p> <p>Who is special to me – friends and family</p> <p>My Feelings</p> <p>Harvest</p> <p>Christmas (Jesus’ Birth/A Special Baby</p> <p>Festival of Light/Diwali</p>	<p>The Bible the special book</p> <p>Jesus a special person in a special book</p> <p>Chinese New Year</p> <p>Easter</p> <p>New life</p> <p>A Baptism</p> <p>Marriage (Christianity)</p> <p>Holi</p> <p>Mothering Sunday</p> <p>Special stories (New Testament - Christianity)</p>	<p>Special stories (Old Testament, including the creation story - Christianity</p> <p>Our special world and how we can look after it</p>
Year 1	<p>A1 - What do Christians believe they need to do in order to lead a good life?</p> <p>A2 – The Story of Christmas</p>	<p>Sp1 – What is it like to follow a Jewish way of life in Britain today? - Life from the perspective of a Jewish Child</p> <p>Sp2 – Why does Easter matter to a Christian child?</p>	<p>S1 – Special Places: the Jewish Home</p> <p>S2 - Belonging- What does it mean to belong?</p>
Year 2	<p>A1 - What is important to Christians in stories about Jesus?</p> <p>A2 - Light of the World</p>	<p>Sp1 - Faith stories - What makes stories important?</p> <p>Sp2 – Easter celebrations and symbols - What happened at Easter and how does it make people feel?</p>	<p>S1 - Our World - What Responsibility Has God Given People for Taking Care of Creation?</p> <p>S2 - How do people demonstrate their beliefs? Link to Humanism</p>

SIX BIG IDEAS FOR RELIGIOUS EDUCATION

BIG IDEA 1 CONTINUITY, CHANGE AND DIVERSITY

Religions and non-religious worldviews involve interconnected patterns of beliefs, practices and values. They are also highly diverse and change in response to new situations and challenges. These patterns of diversity and change can be the cause of debate, tension and conflict or result in new, creative developments.

BIG IDEA 2 WORDS AND BEYOND

Many people find it difficult to express their deepest beliefs, feelings, emotions and religious experiences using everyday language. Instead, they may use a variety of different approaches including figurative language and a range of literary genres. In addition, people use non-verbal forms of communication such as art, music, drama and dance that seek to explain or illustrate religious or non-religious ideas or experiences. There are different ways of interpreting both verbal and non-verbal forms of expression, often depending on a person's view of the origin or inspiration behind them. The use of some non-verbal forms of communication is highly controversial within some religious groups, particularly their use in worship or ritual.

BIG IDEA 3 A GOOD LIFE

Many religions and non-religious communities strive to live according to what they understand as a good life. Their members share an understanding as to the sort of characteristics and behaviours a good person will seek to achieve, as well as dealing with what is, or is not, acceptable moral behaviour. People have different ideas about how and why we should lead a good life. The ideal is usually presented in the lives and character of exemplary members. There may be considerable agreement across different religions and non-religious worldviews on some matters, and considerable differences on others. Also, there are often major disagreements over the interpretation and application of moral principles between members of the same religion or worldview.

BIG IDEA 4 MAKING SENSE OF LIFE'S EXPERIENCES

Many people have deeply felt experiences, which they may refer to as being religious or spiritual or simply part of what it means to be human. These experiences may result in people undergoing transformative change and on rare occasions the experience of a single person has led to the formation of a new religion or worldview. Through religious rituals and other practices, people sometimes experience a deep connection with God or gods, nature, their own consciousness or with each other. This can give them a heightened sense of awareness and mystery. Many people find that belonging to religious or non-religious groups with others who share their beliefs, values and traditions gives them a sense of identity and belonging.

BIG IDEA 5 INFLUENCE, COMMUNITY, CULTURE AND POWER

Religious and non-religious worldviews interact with wider communities and cultures. They affect the way communities have come to identify themselves over time by shaping their traditions, laws, political systems, festivals, values, rituals and the arts. The patterns of influence vary significantly in different communities and at different points in time. Some communities are influenced predominantly by one religion. More diverse and plural communities are

influenced by several religious and non-religious worldviews. Their appeal to a highly respected authority or vision, whether religious or non-religious can lead them to make positive and life-changing contributions to their communities. It can also give them considerable power, which may lead to both positive and negative outcomes.

BIG IDEA 6 *THE BIG PICTURE*

Religions and non-religious worldviews provide comprehensive accounts of how and why the world is as it is. These accounts are sometimes called 'grand narratives'. They seek to answer the big questions about the universe and the nature of humanity such as 'Does anything exist beyond the natural world?', 'Is there life beyond death?', 'What is the path to salvation?' and 'Do we have one physical life or many?'. These narratives are usually based on approaches to life, texts or traditions, which are taken to be authoritative. People interpret and understand these traditions in different ways.