



Curriculum Progression Map

Subject: RPE

Year 5	Autumn 1 and 2	Spring 1 and 2	Summer 1 and 2
Topic	Judaism: What does it mean to belong to Judaism?	Hinduism: What does it mean to belong to Hinduism?	Humanism
Skills	Beliefs and teachings (what people believe) Practices and lifestyles (what people do) Ways of expression (how people express themselves) Identity and experience (making sense of who we are) Meaning and purpose (making sense of life) Values and commitments (making sense of right and wrong)	Beliefs and teachings (what people believe) Practices and lifestyles (what people do) Ways of expression (how people express themselves) Identity and experience (making sense of who we are) Meaning and purpose (making sense of life) Values and commitments (making sense of right and wrong)	Beliefs and teachings (what people believe) Practices and lifestyles (what people do) Ways of expression (how people express themselves) Identity and experience (making sense of who we are) Meaning and purpose (making sense of life) Values and commitments (making sense of right and wrong)
Knowledge	Why do religious books and teachings matter? Belonging to Judaism. There is only one God. How does it feel to be a Chosen People? God's Covenant- Abraham and Sarah story. Exodus- The escape from slavery and Moses story. How is the Torah special? Nevi'im: stories, warnings and promises. The Talmud: A Guidebook for Jewish Living. Belonging to the faith. Shabbat: A Special Day. Keeping kosher. Passover and Shavuot Sukkot: A Festival of Joy. Celebrating life changes: Bar and Bat Mitzvah. Rosh Hashanah and Yom Kippur	What is the trimutri? What is the perfect garden? What is the Mandir? How do Hindu's practice puja? What is a shrine? How do Hindus celebrate the Festival of Diwali? What lessons can be learnt from the Ramayana story? What is the significance of Rangoli?	What is Humanism? What are the main beliefs? Why is happiness important to Humanists? What is the Happy Human symbol? What are the possible ingredients of happiness? Is anything more important than happiness? What do Humanists mean by living a 'good life'? Why should we be good to other people? Does it matter why we do the right thing as long as we do? How can I know what is the right thing to do? Who are influential humanist thinkers? What are the key ideas of humanist thinkers? What can we celebrate about being human? What great things have human beings achieved?
Key Vocabulary/reading opportunities	God / Torah / Moses / Ten Commandments / Shabbat / Holidays / Synagogue / Rabbi / Community / Tradition	Festivals / Trimutri/ Mandir / Puja / Diwali / Ramayana / Rangoli / Shrine	Human dignity / Reason / Compassion / Ethics / Human rights / Equality / Social justice / Tolerance / Responsibility / Community
Stretch and Challenge	Challenge imbedded throughout planning, extends student e.g.: <ul style="list-style-type: none"> Critical thinking and ethical reasoning Complex ethical issues and Jewish perspectives 	Challenge imbedded throughout planning, extends student e.g.: <ul style="list-style-type: none"> Creativity and imagination Abstract concepts and philosophical teachings 	Challenge imbedded throughout planning, extends student e.g.: <ul style="list-style-type: none"> Research and critical thinking Humanism as a philosophy of life
Links to Modern Britain	Respect for Diversity and Religious Freedom Commitment to Social Justice and Equality Emphasis on Education and Learning Contribution to British Culture and Society Shared Commitment to Peace and Understanding	Respect for Diversity and Religious Freedom Emphasis on Non-Violence and Peace Commitment to Social Justice and Equality Contribution to British Culture and Society Shared Commitment to Universal Values	Celebration of Diversity and Inclusion Commitment to Critical Thinking and Rationality Emphasis on Human Flourishing and Well-Being Contribution to British Culture and Society Shared Commitment to Human Values

Gatsby links	2 5	2 5	1 3 6
Hinterland Knowledge	The historical context of the development of Judaism, including the ancient Hebrews and the Babylonian Exile The impact of Judaism on Western civilization The diversity of Jewish thought and practice throughout history	The historical context of the development of Hinduism, including the Indus Valley Civilization and the Vedic Age The impact of Hinduism on Indian civilization The diversity of Hindu thought and practice throughout history	The historical development of humanism, including the Renaissance and the Enlightenment The different ways in which humanism has influenced ethics, politics, and culture The diversity of humanist thought and practice today

Year 6	Autumn 1 and 2	Spring 1 and 2	Summer 1 and 2
Topic	Islam: What does it mean to belong to Islam?	Christianity: What is the Christian belief of salvation, incarnation and agape?	Hinduism: What is the Hindu belief of dharma, deity and atman?
Skills	Beliefs and teachings (what people believe) Practices and lifestyles (what people do) Ways of expression (how people express themselves) Identity and experience (making sense of who we are) Meaning and purpose (making sense of life) Values and commitments (making sense of right and wrong)	Beliefs and teachings (what people believe) Practices and lifestyles (what people do) Ways of expression (how people express themselves) Identity and experience (making sense of who we are) Meaning and purpose (making sense of life) Values and commitments (making sense of right and wrong)	Beliefs and teachings (what people believe) Practices and lifestyles (what people do) Ways of expression (how people express themselves) Identity and experience (making sense of who we are) Meaning and purpose (making sense of life) Values and commitments (making sense of right and wrong)
Knowledge	What do Muslims believe? Who are Muslims? Who is Allah? What is the submission to Allah? What are the Five Pillars of Islam? Where do Islamic beliefs come from? Why is the Qur'an so special? What is Islamic Law? Who was Muhammad (PBUH)? What is the Night Journey? What do you see when you look at me? Islamic dress	What is the Easter story? What happened at the end of Jesus life? What was the Last Supper? What events occurred on the day of Jesus' death? What was the sacrifice made by Jesus? What do we mean by the term 'atonement'? What is the significance of Jesus' resurrection for Christians? What is meant by the concept of Original Sin? (Adam and Eve) How does Jesus' death links to these concepts? The Beatitudes: A Sermon on the Mount. What is agape? How do Christians put this into practice?	How do we make moral choices? What do people believe about life? Namaste What is the Divine? Who are the deities? Where are We Going? Karma: A Sense of Purpose. What are the most important moral values and teachings? How do we decide what is right or wrong? How can religious festivals help us to learn lessons? Vedas, Shiva and the Ganges
Key Vocabulary/reading opportunities	Allah / Muhammad (PBUH) Shahadah / Salah / Zakat / Sawm / Hajj / Aqedah / Ibadah / Ummah / Quran / Sunnah	Salvation / Incarnation / Agape / Lamb of God / Holy Spirit / Eucharist / Baptism / Church / Prayer / Bible / New Creation	Dharma / Karma / Atman / Brahman / Reincarnation / Moksha / Avatar / Mantra / Divine / Deities / Values / Festivals
Stretch and Challenge	Challenge imbedded throughout planning, extends student e.g.: <ul style="list-style-type: none"> Critical thinking and ethical reasoning skills on issues such as jihad and the role of women in Islam. 	Challenge imbedded throughout planning, extends student e.g.: <ul style="list-style-type: none"> Creativity and imagination Abstract concepts and philosophical teachings 	Challenge imbedded throughout planning, extends student e.g.: <ul style="list-style-type: none"> Creativity and imagination skills through Hindu myths and stories; understanding of abstract concepts through Hindu philosophical teachings.
Links to Modern Britain	Respect for Diversity and Religious Freedom Commitment to Social Justice and Equality Emphasis on Education and Learning Contribution to British Culture and Society Shared Commitment to Peace and Understanding	Respect for Diversity and Religious Freedom Commitment to Social Justice and Equality Emphasis on Education and Learning Contribution to British Culture and Society Shared Commitment to Peace and Understanding	Respect for Diversity and Religious Freedom Emphasis on Non-Violence and Peace Commitment to Social Justice and Equality Contribution to British Culture and Society Shared Commitment to Universal Values
Gatsby links	1 4 8	2 5	2 5
Hinterland Knowledge	The historical context of the rise of Islam, including the Arabian Peninsula and the Byzantine Empire The impact of Islam on Islamic civilization The diversity of Islamic thought and practice throughout history	The historical context of the rise of Christianity, including the Roman Empire and Judaism The impact of Christianity on Western civilization The diversity of Christian thought and practice throughout history	The historical context of the development of Hinduism, including the Indus Valley Civilization and the Vedic Age The impact of Hinduism on Indian civilization The diversity of Hindu thought and practice throughout history

Year 7	Autumn 1 and 2	Spring 1 and 2	Summer 1 and 2
Topic	Social Sciences Len: Worldviews	Theological Lens: British Muslims	Theological Lens: Buddhism
Skills	Philosophical, social sciences, and theological lenses now imbedded throughout all of the KS3 units. REAO1- Knowledge and Understanding of religion and belief. REAO2- Analyse and Evaluate aspects of religion, including their significance and influence.	Beliefs and teachings (what people believe) Practices and lifestyles (what people do) Ways of expression (how people express themselves) Identity and experience (making sense of who we are) Meaning and purpose (making sense of life) Values and commitments (making sense of right and wrong)	Beliefs and teachings (what people believe) Practices and lifestyles (what people do) Ways of expression (how people express themselves) Identity and experience (making sense of who we are) Meaning and purpose (making sense of life) Values and commitments (making sense of right and wrong)
Knowledge	To know how worldviews are shaped and change over time To explore their own worldview and reflect on how this has impacted their actions and views. To know how best to explore religion through using the three different lenses (Philosophy, theology, and social sciences). To know how to use various data (e.g. census) as a way of investigating religious beliefs To explore the Jewish view of monotheism expressed through the Shema prayer. To explore the Christian concept of the Trinity and understand the role of Jesus within this. To explore the Muslim concept of God (Allah) and how God is represented. To understand why both Judaism and Islam do not draw God To explore how the belief in God influences someone's worldview	What are the core beliefs and practices of Islam? How do British Muslims live their faith in modern Britain? What are the challenges and opportunities faced by British Muslims today? How can we promote understanding and respect for Islam and British Muslims? What are some of the ways that British Muslims are contributing to society?	Experience and Beliefs. How might beliefs affect my thoughts, ideas and actions? What was significant about Siddhartha Gautama's early life? How did the four sights change his life? How did suffering shock the Buddha? Why does everything have to change? What are the Three Signs of Being? What are the Four Noble Truths? What are the underlying causes of greed and selfishness? What is enlightenment and how do Buddhists reach Nirvana? Which is the right path? The Noble Eightfold path and Five Precepts. What are morals and ethics?
Key Vocabulary/reading opportunities	Worldviews/theological/philosophical/social sciences/atheist/theist/agnostic/monotheism Shema/Trinity/omnipotent/omnibenevolent/transcendent/omniscient/Allah	Identity / Belonging / Discrimination / Representation / Islamophobia / Community cohesion / Interfaith dialogue / Civic engagement / Culture / Heritage / Diversity	Four Noble Truths / Eightfold Path / Karma / Reincarnation / Nirvana / Compassion / Wisdom / Mindfulness / Sangha / Buddha / Dharma
Stretch and Challenge	Students make connections between the similarities and differences between all three Abrahamic faiths and other religions they have studied at KS2. To start to explore the arguments for and against the existence of God and formulate their own arguments	Challenge imbedded throughout planning, extends student e.g.: <ul style="list-style-type: none"> Comparison of different British Muslim communities; evaluation of the strengths and weaknesses of British Muslim culture and traditions. 	Challenge imbedded throughout planning, extends student e.g.: <ul style="list-style-type: none"> Creativity and imagination skills through Buddhist meditation and mindfulness practices; understanding of abstract concepts through Buddhist philosophical teachings.
Links to Modern Britain	Emphasis on Education and Learning Contribution to British Culture and Society Shared Commitment to Peace and Understanding	Respect for Diversity and Religious Freedom Commitment to Social Justice and Equality Emphasis on Education and Learning Contribution to British Culture and Society Shared Commitment to Peace and Understanding	Compassion and kindness Wisdom and critical thinking Equality and social justice Responsibility and environmental stewardship Peace and harmony
Gatsby links	2 3 6	1 2 6	2 5

Hinterland Knowledge	When assessing worldviews students must be made aware of: <ul style="list-style-type: none"> • Historical Context • Social and Political Factors • Philosophical Influences • Cultural and Religious Influences • Environmental Factors 	The historical context of the rise of Islam, including the Arabian Peninsula and the Byzantine Empire The impact of Islam on Islamic civilization The diversity of Islamic thought and practice throughout history	The historical context of the rise of Buddhism, including India during the time of the Buddha The impact of Buddhism on Asian civilizations The diversity of Buddhist thought and practice throughout history
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Year 8	Autumn 1 and 2	Spring 1 and 2	Summer 1 and 2
Topic	Social Sciences Lens: Equality and Diversity	Theological and Philosophical Lenses: Religion, Peace and Conflict	Philosophical Lens: Morality
Skills	Philosophical, social sciences, and theological lenses now imbedded throughout all of the KS3 units. REAO1- Knowledge and Understanding of religion and belief. REAO2- Analyse and Evaluate aspects of religion, including their significance and influence.	Beliefs and teachings (what people believe) Practices and lifestyles (what people do) Ways of expression (how people express themselves) Identity and experience (making sense of who we are) Meaning and purpose (making sense of life) Values and commitments (making sense of right and wrong)	Philosophical, social sciences, and theological lenses now imbedded throughout all of the KS3 units. REAO1- Knowledge and Understanding of religion and belief. REAO2- Analyse and Evaluate aspects of religion, including their significance and influence.
Knowledge	To be able to define equality and diversity and give examples To understand how women's rights have changed over time and why. To know and understand key Islamic and Christian teachings/quotes about equality and diversity. To understand the reason why some Muslim women, choose to wear or not wear the hijab. To be able to give examples of how individuals/groups have stood up against inequality (Maria Gomez, Gandhi, Martin Luther King, and The Bristol boycott) To understand the reason why these individuals stood up against injustices. Including teachings to support To explore the arguments for and against violent protest. To explore religious responses to violent protest	The nature of bullying. Christian attitudes to bullying. Muslim attitudes to bullying. Religious conflict in families. War theory. Christian attitudes to war. Muslim attitudes to war.	Understand the meaning behind Plato's story the 'ring of the Gyges' and how this links to human nature Understand and evaluate Hannah Arendt's concept of the banality of evil To understand the concepts of absolute and relative morality and reflect on their worldview To explore the different ways in which religious believers make moral decisions To understand the Islamic and Christian responses to poverty. To understand the diversity of religious responses to animal rights (vegetarianism/animal testing)
Key Vocabulary/reading opportunities	Equality / diversity / hijab / discrimination / prejudice / civil rights movement / denominations / mosque / Quran.	Non-violence / Forgiveness / Reconciliation / Justice / Peacebuilding / Human rights / Compassion / Empathy / Dialogue / Respect / Common good	Ethics / morality / relative and absolute morality / social sciences / philosophy / theology / Fundamentalist / conservative / liberal / Quakers / Quran / omnivores / stewardship / dominion / vegetarian / vegan / Vivisection
Stretch and Challenge	Students to explore in depth and detail the concept of equity and how it differs from equality. They will be able to give examples to highlight their points. To evaluate how various scriptures can be interpreted by religious believers to have different meanings and give some clear examples.	Challenge imbedded throughout planning, extends student e.g.: <ul style="list-style-type: none"> • Religious ways to promote peace and discourage violence. • Effectiveness of religious peacebuilding initiatives and ways to resolve conflicts peacefully. 	Students can use the three lenses to answer questions, pose questions, and evaluate information.
Links to Modern Britain	Non-violence and peacebuilding Justice and reconciliation Tolerance and respect for diversity	Non-violence and peacebuilding Justice and reconciliation Tolerance and respect for diversity	Compassion and kindness Wisdom and critical thinking Equality and social justice

	Interfaith dialogue and cooperation Promoting a culture of peace and understanding	Interfaith dialogue and cooperation Promoting a culture of peace and understanding	Responsibility and environmental stewardship Peace and harmony
Gatsby links	1 4 5	1 4 5	1 4 5
Hinterland Knowledge	The different ways in which religion is used to justify and legitimize violence The role of religious leaders and communities in peacebuilding and reconciliation	The history of religious conflicts, including the Crusades and the Israeli-Palestinian conflict The different ways in which religion is used to justify and legitimize violence The role of religious leaders and communities in peacebuilding and reconciliation	Being aware of the broader socio-economic factors that influence moral decision making. Referencing worldviews and how these impact on your moral values and standings.

Gatsby Links Key:

<p>1. Ethical Decision-Making: Religious education often includes discussions on ethics and moral values. Understanding ethical principles can be beneficial in making sound decisions in the workplace, fostering integrity, and contributing to a positive work environment.</p>	<p>2. Cultural Awareness and Sensitivity: Religious education often involves the study of different cultures and beliefs. This can enhance a child's cultural awareness and sensitivity, which is crucial in today's globalized and diverse work environments.</p>	<p>3. Interpersonal Skills: Philosophy often involves group discussions and debates, promoting interpersonal skills. These skills are crucial in collaborative work environments where effective teamwork is essential.</p>
<p>4. Problem-Solving Abilities: Both religious and philosophical education encourages students to think critically and solve problems. These problem-solving abilities are transferable skills that can be applied in various professional contexts.</p>	<p>5. Leadership Development: Exposure to ethical and moral discussions can contribute to the development of strong leadership qualities. Many religious and philosophical teachings emphasize qualities such as empathy, humility, and responsibility, which are important for effective leadership.</p>	<p>6. Emotional Intelligence: Studying philosophy and religion can foster emotional intelligence by encouraging self-reflection and an understanding of others' perspectives. Emotional intelligence is increasingly recognized as a crucial skill in leadership and interpersonal relationships in the workplace.</p>