



MIDDLE SCHOOLS (Y4-9) RE PROGRESSION MAP

Overview: We want pupils to develop a solid base of knowledge about religions, particularly Christianity as the main religious tradition of Great Britain, but including teachings and practices of other principal religions represented in this country, as well as non-religious world view. We also focus on developing their empathy and compassion, as well as the ability to evaluate and analyse, ask and answer challenging questions, and express their ideas and insights. Our RE promotes pupils' spiritual, moral social and cultural development and also contributes to the development of British values such as tolerance.

Themes within subject	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9

Topics to be covered

World religions studied:

- Judaism - How special is the relationship Jews have with God?
- Judaism - what is the best way for a Jew to show commitment to God?
- Judaism - How important is it for Jewish people to do what God asks them to do?

Understanding Christianity units covered:

- Gospel - What kind of world did Jesus want?
- Creation - What do Christians learn from the creation story?
- Kingdom of God - When Jesus left what was the

impact of the Pentecost?

World religions studied:

- Hinduism (Sanatan Dharma) -What is the best way for a Hindu to show commitment to God?
- Buddhism - What is the best way for a Buddhist to lead a good life?

Understanding Christianity units covered:

- Nature of God - what do Christians believe about the nature of God?
- Creation - how do Christian beliefs compare to others?
- Gospel - What would Jesus do?

World religions studied:

- Islam - What is the best way for a Muslim to show

commitment to God?

- Judaism - What does it mean to be God's 'chosen people'?

Understanding Christianity units covered:

- Incarnation - Jesus as the Messiah
- People of God - does following God bring freedom and justice?
- Creation - religion and science
- World views and religions studied:

- Sikhism - key beliefs and practices and the

importance of equality

- Humanism - are humanists just good people?

Understanding Christianity units covered:

- The Fall - how did suffering come into the world?
- Prophecy - Does the world still need prophets?

- Incarnation -why do Christians believe Jesus in God as man?

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World views and religions studied:

- Islam - How is Islam portrayed in the media?
- Judaism - Where was God in the holocaust?
- Moral Debate - is it ever

right to fight?

Understanding Christianity units covered:

- Gospel - What's so radical about Jesus?
- Kingdom of God - What is God's kingdom like and what happens when you die?

World views and religions studied:

- Islam Belief
- Christian Beliefs

Moral debates and issues studied:

- Religion, Crime and Punishment



Investigate the beliefs and practice s of religions and other world views.	Pupils will: ● Know that Christians believe humans cannot get close to God without God's help. ● Explain how God uses the 10 Commandments to gives us guidance on how to live ● Identify the meaning of Jesus' new commandments ● Compare the 10 commandments and the two commandments. ● Explain what Christians believe about forgiveness ● Give examples of what Jesus taught his followers about forgiveness ● Give examples from the life of Jesus to show what it means to love God his father and love your neighbour. ● Give an example of how Christians put Jesus' message of forgiveness and loving your neighbour into practice. ● Understand that the bible starts with the Jewish story of creation. ● Describe the key events of Genesis 1 ● Explain what Christians believe happened on Easter Sunday. ● Describe the Christian festival of Pentecost	Pupils will: ● Understand that Christians believe God is omnipotent, omniscient, omnipresent, omnibenevolent, loving, holy and eternal ● Recognise that Christians believe God can be both loving and forgiving but still be angered by sin. ● Understand that Christians do not all agree about what God is like. ● Know that Christians try to follow God's path, as set out in the Bible ● Understand that Christians believe getting to know God is like getting to know a person rather than learning information. ● Make clear connections between Bible texts and concepts studied ● Explain what is meant by the term 'good news' ● Understand that the good news is not just about setting an example for good behaviour and challenging bad behaviour. ● Explain how Jesus' teachings surprised many and went against expectations for the time ● Explain the meaning and significance of the Sermon on the Mount ● Describe at least 2 ways in which Christians try to bring this good news to life in the world today	Pupils will: ● Use the Old Testament talk to explain who and what the Messiah would be like. ● Explain why Christians believe that Jesus is the Messiah. ● Explain why Jewish people do not think Jesus is the Messiah. ● Describe what the gospels say about Jesus's death and resurrection. ● Identify how Christian beliefs about the death and resurrection of Jesus differ from others. ● Identify reasons why the resurrection matters to Christians e.g. it confirms that Jesus is the incarnate son of God and the Messiah but also that death is not the end. ● Explain 2 ways in which the story of Jesus' death and resurrection can be interpreted. ● Understand that the Bible tells the story of the Jewish people. ● Explain the significance of the 10 commandments to Christians and Jews ● Recall the significance of Abraham and Moses to Jewish people. ● Explain the connections between the story of Moses and the concepts of freedom and salvation ● Explain how Christians	Pupils will: ● know the meaning of key terms like 'Good' and 'Evil', explain the differences between them and link this to the Bible. ● explain where the Christian concept of Good and Evil comes from and by retelling the events of Genesis 3 ● recall what Christians believe about the nature of God ● explain the relevance of the 'I am' sayings in John's Gospel and what they tell Christians about Jesus' true nature ● identify how Christian worship reflects Christian beliefs in Jesus as God incarnate. ● define a 'prophet' in both the biblical and modern day sense ● explain the messages of both Isaiah and Amos ● describe key aspects of the Sikh faith and how their beliefs, behaviour and actions show their commitment to God ● explain the role and importance of Guru Nanak to Sikhism and its followers ● explain how following the religion of Sikhism will impact on the behaviour and daily life of Sikhs ● define what it means to be a Humanist ● show understanding of the	Pupils will: ● recall the key beliefs and teachings of Islam ● describe how the teachings of Muhammad and following the Qur'an are a reflected in the actions and lives of Muslims today. ● identify how Jesus challenged religious and political authorities, making reference to biblical texts as evidence ● identify ways that Christians use Jesus' teaching to guide their actions/behaviour ● describe Christian beliefs to do with heaven, judgement and the Kingdom of God. ● give examples of different Christian beliefs about life after death ● describe Jewish reactions to the Holocaust and give examples of how and why it has impacted on faith and beliefs ● explain the relevance of just war theory in helping people of faith determine their attitude towards war ● Explain contrasting messages on the issues of violence within the Christianity ● Identify reasons why terrorism goes against religious teachings ● Explain how the theory of Holy War links to acts of terrorism	Pupils will know: ● Muslim beliefs in the Oneness of Allah - Tawhid ● how belief in Tawhid is supported Surah 112 'He is Allah who is one...' ● the impact of these beliefs for Muslims including avoiding idolatry and excepting the supremacy of God's will ● Muslims beliefs about the nature of Allah for example Beneficence, Fairness, Omnipotence, Mercy including Adalat (justice) is Shia Islam ● the origins of Sunni and Shia Islam ● the key beliefs of Sunni Islam e.g. Six Articles of Faith and Shia Islam e.g. The Five Roots of Usul ad Din ● similarities and differences between Six Articles of Faith and the Five Roots of Usul ad Din. ● Muslim beliefs about angels including their nature and their role ● the angel Jibril and Mikail be able to explain their roles ● Muslim beliefs about predestination and human freedom ● how beliefs in predestination and human freedom relate to the day of judgement ● Muslim beliefs about life after death e.g. Akhirah,
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	● Explain what Christians are remembering at Pentecost ● Explain what the gospels are about. ● Explain why Jewish people believe they are special to God. ● Recall the key events in the story of Abraham ● Recall key events in the story of Moses ● Explain the importance of the Torah to Jewish people ● Describe how Jews show commitment to God by praying and worshipping and by following the Torah. ● Identify and explain some of the rules about what food they can eat and resting on a Saturday.	● Identify 2 problems in the world and how Jesus' teachings could be used to tackle them ● Explain that the bible starts with the Jewish story of creation. ● Recall the key events of Genesis 1 ● Understand that some Christians believe that the creation story in Genesis is true, and some believe that it is a story that helps us to understand about God the creator. ● Explain the meaning and significance of Dharma to Santhanis (Hindus) – the code for leading your life. ● Give examples of how the Vedas – the holy books - are used to guide Santhanis (Hindus). ● Describe the main features of worship at the Mandir and at home ● Explain the significance of the River Ganges and why it is a place of pilgrimage ● Suggest why people - Christians and Santhanis (Hindus) - show commitment in different ways. ● Describe the key events in the life of Siddhartha Gotama/ Buddha ● Explain the role of meditation in finding enlightenment. ● Explain the significance of	might believe that God made the universe and the laws of evolution. ● Describe the key features of the Big Bang Theory ● Explain the significance of the 10 commandments to Christians and Jews ● Understand how Jewish beliefs, behaviour and rites of passage show their commitment to God ● Explain reasons why Jewish people have been persecuted so much over the last 2000 years ● Explain the historical background to the Jewish faith ● Make connections between Bible texts (OT) studied and Christian/Jewish beliefs about being the People of God. ● Understand the key aspects of what Jewish people celebrate ● Explain the importance of Mohammed to Muslims. ● Recall key events from the life of Mohammed. ● Explain the link between Abraham, Jesus and Mohammed. ● Recall and name the 5 pillars of Islam. ● Explain how and why Muslims follow the 5 pillars of Islam ● Describe Muslim beliefs about Akhirah	key aspects of the teachings of Humanism. ● explain the role and importance of the 'Golden Rule' to Humanists. ● identify how following the Golden Rule will impact on the behaviour and daily life of Humanists		Resurrection, Heaven and Hell ● the importance of human responsibility and accountability for Muslims ● the influence of Akhirah on Muslim today ● the concept of Risalah (prophethood) ● the role and importance of 3 prophets Adam, Ibrahim and Muhammad ● how Muslims remember Ibrahim through their actions ● the important events in the life of Muhammad including the revelation of the Qur'an, Hijrah, Night Journey and the Destruction of the idols in the Kaaba ● arguments for which prophet is the most significant to Muslims ● the role and authority of the Imamate in Shia Islam ● how the Qur'an was revealed and why identify 3 reasons it has authority in Islam ● about the Torah, Psalms, the Gospel and Scrolls of Abraham as additional sources of authority ● the qualities of God and the evidence to support these qualities. For example creation show omnipotence, sending Jesus shows omnibenevolence, setting laws and making judgements show God is just
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		the 8-fold path and how it acts as a guide for how to live.				● the extent to which God's qualities can be found in human beings ● and analyse the concept of the Oneness of God and the Trinity ● what may seem to be conflicting ideas about God and how the trinity may resolve these ● how creationist and liberals interpret the Genesis account differently. Explain the role of the word and spirit in the Christian creation account with reference to Genesis 1:1-3 and John 1:1-3 ● and understand Christian teaching about incarnation and link with the beliefs about Jesus as fully human and full divine ● the impact of the crucifixion on Christians today ● and develop detailed knowledge of the resurrection and ascension ● the meaning and significance of resurrection and ascension for Christians today ● the difference between literal and modern interpretations of heaven and hell ● the effect that sin can have on salvation ● the role of Jesus crucifixion and resurrection in salvation ● and understand the idea of
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Investigate the impact of religious beliefs and other worldviews on questions of meaning, purpose and value	Pupils will know: - Give examples of things they are committed to and explain which things are more or less important. - Suggest what a Bible text might mean, and give an example of what they mean to some Christians	Pupils will: - Suggest ways religious beliefs lead to people taking action, e.g. why Christians might try to challenge social injustice - Give an example of how two different faiths use teachings from creation stories into practice to make the world a better place	Pupils will: - Understand that Christians believe science and faith go together. Science says how something happened and Christian beliefs say why. - Weigh up how far Genesis and a scientific account are in conflict.	Pupils will: - consider how belief in Jesus as God incarnate is relevant in the world today. - Offer a view as to how far Isaiah and Amos messages are valuable today. - explain why equality matters to Sikhs and how it influences their actions.	Pupils will: - consider how Christians respond to the challenges of Jesus' teaching about love and justice, using modern examples as evidence - identify the reasons behind the Holocaust, in both the short and long term, and how they link to religion. - explain the role of religion within the Holocaust	Pupils will: - explain the impact of the problem of evil on these qualities, e.g if God is omnibenevolent, why do people suffer - consider the effect Christian beliefs about life after death and judgement have on Christians including how beliefs might affect the way they live their lives
Investigate the impact of religious beliefs and other worldviews on morality, identity and diversity	Pupils will: - Give examples of agreements or promises and explain how they would feel if one was broken - Respond thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities	Pupils will: Choose two aspects of the eight-fold path and say why they might be helpful to Buddhists trying to make good choices.	Pupils will: - explain how modern day examples of Martin Luther King and Desmond Tutu putting God's teachings in the 10 commandments into practice. - Make clear connections between Bible texts studied and what Christians and Jews believe about being the People of God and how they should behave. - Suggest how religions may help people find peace. - Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response	Pupils will: - give examples of what Good and Evil mean in our world today and explain why different religions have different interpretations of these words. - investigate the impact of suffering on attitudes regarding the existence of God. - Give examples of what a modern-day prophet would do and say - explain Humanist beliefs regarding moral issues and life after death.	Pupils will: - explain how and why Muslims are stereotyped, using examples in the media. - identify some of the causes of radicalisation. - Define the meaning of 'radical' and use evidence to explain why Jesus can be viewed this way. - explain why the Holocaust can be viewed as an act of evil - identify and explain contrasting beliefs on the issues of violence and pacifism with reference to the main religious tradition in Britain (Christianity) and one or more other religious traditions	Pupils will: - definitions of crime and punishment, including the legal positions regarding crime and punishment - and understand the reasons why some people commit crimes including Christian attitudes to the reasons why some people commit crimes e.g poverty and upbringing, greed and hate, addiction and mental illness opposition to unjust laws - Understand the analyse Christian attitudes to lawbreakers and different types of crime, including hate crime, theft and murder - Know and understand at least 3 aims of punishment e.g. Retribution, deterrence



					investigate the role of religion in both causing and ending war in the modern era.	and reformation, protection, reparation, and vindication - Understand Christian attitudes to these 3 main aims of punishment - Know and understand 3 forms or examples of punishment including prison, community service and corporal punishment - Analyse how effective these forms of punishment are in meeting the aims of punishment - Consider the ways in which criminals are treated and Christian beliefs about how they are treated as part of their punishment - Consider the role of Christian beliefs and attitude towards forgiveness in relation to the treatment of criminals and the importance for the victim and their families - Examine a case study relating to forgiveness e.g. Dee Walker (Anthony Walker) - Know and understand arguments for and against the death penalty (capital punishment) - Understand ethical arguments relating the death penalty including the principle of utility and sanctity of life - Understand different Christian attitudes to the
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						death penalty (capital punishment)
Evaluate and compare religious beliefs and practices and reflect on and compare their own views.	Pupils will: - Express their own ideas about how some of the stories and teachings in the Bible might help people live life in the world today. - Identify a promise they would like to make - Express an opinion on which ways they think might be the best ways for people to show their commitment to God and why. - Identify what makes them try to be good and compare that to what motivates people of other faiths. Christians, God, 10 Commandments, Jesus' new commandments, forgiveness, love your neighbour, Easter, Pentecost, gospels. Covenant, promise, Abraham, Isaac, Moses, Egypt, slave, commandments, Torah, commitment, rules, kosher, sabbath.	Pupils will: - Express religious thoughts and ideas in different forms (e.g.) reasoning, music, art and poetry - Know at least one similarity and one difference between Christianity and two other faiths/world views studied e.g. Sanatan Dharma (Hinduism) and Buddhism - Compare Buddhism or Sanatan Dharma (Hinduism) to Christianity - Suggest why there may be problems in the world and how people could help solve them - Comment on why they think there might be similarities or differences between different faiths Father, eternal, holy, forgiveness, omnipotent, omniscient, omnibenevolent, omnipresent, Wisdom, Foolishness, Foundations, Beatitudes, Peace, Healing, Judgement, Teacher, Gospel, Parable, Disciple, Creation, Genesis, Big Bang Theory, Stewardship Sanatan Dharma, Santhanis, Moksha, Dharma, Karma,	Pupils will: - Identify ideas arising from their study of texts and concepts, and comment on how far these are helpful or inspiring, justifying their responses. - Identify a link between Christianity and Judaism. - Identify a link between Islam and Judaism. - Make connections between different features of the religions and worldviews they study - Compare and contrast Christian and Scientific attitudes towards ethical debates e.g. organ donation Prophet, Messiah, Incarnation, Saviour, freedom, justice, covenant, commandment, Abraham, Moses, Israelites, Hebrews, Pharaoh, Science, conflict, complement, creation, Genesis, Big Bang, Organ Donation. Jewish, Judaism, Torah, Shabbat, Synagogue, Commitment, Bat/Bar Mitzvah, Kosher, Passover,	Pupils will: - explain how Christian attitudes to evil and suffering compare with other religions and world views, including Buddhism. - compare and contrast Sikh attitudes to equality with other religions and worldviews, including Christianity. - consider Humanist attitudes towards moral issues such as life after death compare to other worldviews, including Christianity. - Compare the beliefs and practices of Humanism and Christianity, including rites of passage, identifying the differences between them Good, Evil, Sin, Crime, Moral Code, Creation, Genesis, Adam, Eve, Glory, Wretchedness, Samaritan, Forgiveness, Temptation, The Fall, Suffering, I Am, incarnation, worship, resurrection, prophet, prophecy, Isaiah, Amos, denounce, injustice, unjust, ploughshares, Pope Francis, Malala Yousafzai, Jonathan Sacks, Bhagat	Pupils will: compare how Christian attitudes to life and death compare with other religions and worldviews, including Humanism, Buddhism and Hinduism. Islam, Muslim, Stereotype, Radicalisation, Jihad, Islamophobia, extremism. Radical, extreme, incarnation, miracle, pharisees, rebel, blasphemy, disciple, sinner, Nazareth Manifesto, afterlife, near death experience, soul, resurrection, re-creation, heaven, hell, purgatory, judgement and everlasting life.	Pupils will: - demonstrate an awareness of contrasting perspectives in contemporary British society on all of these issues.: - Religion, crime and punishment Tawhid, Adalat, Beneficence, Predestination, Sunni, Shia, Akhirah, Resurrection, Risalah, Imamate, Caliph Justice, The Word, Ascension, Crucifixion, Salvation, Atonement, Purgatory, Grace, Satan, Day of Judgement Crime, Punishment, Criminals, Retribution, Deterrence, Reformation,

Key Vocabulary



		Trimurti, Ashima, Puja, Diwali, Rama and Sita, Gandhi, Vedas, Ganges, Pilgrimage • Siddartha Gotama, Buddha, dharma, sangha, suffering, meditation, enlightenment, greed, 5 precepts, 4 noble truths, 8-fold path, right speech, right thought, right action, Monk, Nirvana	Hanukkah, Rosh Hashanah, Covenant. • Islam, Muslim, 5 Pillars, Allah, duty, faith, Shahadah, Salah, Zakah, Sawm, Hajj, Belief, Muhammad, Mecca, Mosque, Pilgrimage	Puran Singh, Oscar Romero • Sikh, Sikhism, equality, Guru Nanak, 10 Gurus, Guru Granth Sahib, Gurdwara, 5Ks, Amrit, Ik Onkar, Diwali, Khalsa, Langar, Kirpan • Humanist, Humanism, Golden Rule, Atheist, moral, morality, belief, evidence, reason.	• Holocaust, Genocide, Ghetto, Scapegoat, Third Reich, Concentration, Persecution, Final Solution, Evil, Suffering, Anti Semitism, Discrimination, Propaganda, forgiveness, Perpetrator, Bystander, Victim, Moral evil, Natural evil, Sho'ah, free will, • Peace, justice, forgiveness, reconciliation, Just War Theory, Holy War, pacifist, conscientious objector, cowardice, proportionate, Crusade, Ahimsa, Apartheid	Corporal punishment, Community Service, Prison Captial punishment, death penalty
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Reference documents other than National Curriculum:	Understanding Christianity, Agreed Local Syllabus for Dorset 2016, Agreed Local Syllabus for Bournemouth and Poole 2017, AQA GCSE RE Spec, Discovery RE
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