



The Tithe Farm Way:

Resilient pupils who have a life-long love of learning and are ready, respectful and safe in their choices.

RE progression map (Years 1 to 6)

At Tithe Farm Primary School, we use the Agreed RE Syllabus for Bedfordshire (2024/2029), which underpins our RE Curriculum . The principal aim of RE is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

The progression map has been designed to include the latest unit guide and learning graph for each unit.

Through a comprehensive religious education curriculum, children build knowledge and understanding of significant religions and beliefs, as well as encouraging insight and expression of opinions. Pupils gain a deeper comprehension of the significant human questions that religions address.

The Tithe Farm Way to Religious Education			
Insatiable Readers	Intelligent Talkers	Impeccably Behaved	Inclusive Citizens
<p>*Pupils are given the opportunity to read a variety of texts and scripture.</p> <p>*Pupils are encouraged to consider the purpose of a text and critically analyse it.</p>	<p>*Pupils are given the opportunity to demonstrate insight by identifying similarities between religions.</p> <p>*Encouraging the ability to discuss their opinions respectfully in an open classroom climate and opportunities for debate.</p> <p>*Through an inclusive RE curriculum, pupils are confident and skilled to successfully discuss issues which affect themselves and their community.</p>	<p>*Pupils are given the opportunity for expression in a variety of response formats increasing pupils' experiences of success.</p> <p>*Encouraging respect for the beliefs of other religions and world views.</p> <p>*Build commonality through the identification of similarities across religions and world views.</p>	<p>*Through a comprehensive curriculum, pupils understand the importance of valuing belief systems and how these impact the individuals way of life.</p> <p>*By building knowledge and understanding pupils develop a greater comprehension of their environment both locally and globally.</p>

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	Skills Progression	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p>Recall, remember, name and talk about simple beliefs, stories and festivals.</p> <p>Observe, notice and recognise simple aspects of religion in their own communities.</p> <p>Begin to find out about and link religions and beliefs.</p>	<p>Christianity</p> <p>What do Christians believe God is like? 1.1</p>	<p>Why does Christmas matter to Christians? (Incarnation) 1.2</p>	<p>What can we learn from sacred books and stories? 1.8</p>	<p>Why does Easter Matter to Christians? 1.5</p>	<p>Who is Muslim? What do Muslims believe and how do they live? (God / tawhid / ibadah / iman) 1.4</p>	<p>What makes some places significant? 1.6</p>
Key words		<p>God, creator, Jesus Christian, Bible</p>	<p>God, Jesus, incarnation, Christmas gifts.</p>	<p>God, creator, Jesus, Christian, Bible, Torah, Qur'an, holy book, symbol.</p>	<p>Easter, Jesus, Gospel, Cross, Empty Tomb.</p>	<p>Allah, Muslim, Islam, Prophet, Qur'an.</p>	<p>Sacred place, holy building, Church, Mosque, Synagogue.</p>
Year 2	<p>Identify beliefs, describe them simply, give examples and suggest meanings.</p> <p>Give examples of what difference it makes to belong to and believe in a religion.</p> <p>Think, talk and ask</p>	<p>How should we care for each other? Why does it matter? 1.9</p>	<p>Who is Jewish? What do Jewish people believe and how do they live? 1.3</p>	<p>How and why do we celebrate significant times? What makes some celebrations sacred to believers? Incarnation 1.7</p>	<p>What is the 'good news' Christians believe Jesus brings? (Gospel) 1.12</p>	<p>How should we care for the earth? Why does it matter? 1.10</p>	<p>Who is an inspiring person? What stories inspire Christian, Muslim and/or Jewish people? 1.11</p>

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	questions about religion and belief for themselves.						
Key words		community, rules for living, holy words, friendship, fellowship.	Moses, Passover, Torah, Synagogue, Star of David.	Sacred times, festivals, celebrations, symbols, community.	God, Jesus, Gospel, incarnation, Christian.	God, creator, environment, Earth, care.	Inspiring, leaders, holy or sacred, Prophet, Lord, Patriarch.
Year 3	Describe beliefs and concepts, connecting them to texts, suggesting examples and meanings. Connect stories, teachings, concepts and texts with how religious people live, celebrate and worship. Suggest and link questions and answers, including their own ideas about the differences religion makes to life.	Where, how and why do people worship? L2.1	What are the deeper meanings of religious festivals? (Choose three religious festivals) L2.11	How is faith expressed in Sikh communities and traditions? L2.8	How is faith expressed in Hindu communities and traditions? (Dharma) L2.7	For Christians, what was the impact of Pentecost? (Kingdom of God) L2.10	What kind of world did Jesus want? L2.4
Key words		Worship, prayer, faith, ritual, symbol.	Festival, celebration, ritual, symbol, values.	Sikh, 10 Gurus, Guru Granth Sahib, Gurdwara, Langar.	Hindu, Dharma, gods and goddesses, murtis, mandir.	Holy Spirit, Pentecost, Kingdom of God, New Testament, symbol, trinity.	Jesus Christ (Messiah), Gospel, good news, disciple.
Year 4	Describe beliefs and concepts,	How do festivals and family life	God incarnation: what is the trinity	How do festivals and worship show	Why do Christians call the day Jesus	Why do some people think life is	How and why do people try to make

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	<p>connecting them to texts, suggesting examples and meanings.</p> <p>Connect stories, teachings, concepts and texts with how religious people live, celebrate and worship.</p> <p>Suggest and link questions and answers, including their own ideas about the differences religion makes to life.</p>	<p>show what matters to Jewish people? L2.6</p>	<p>and why is it important to Christians? L2.3</p>	<p>what matters to Muslims? L2.9</p>	<p>died 'good' Friday? L2.5</p>	<p>like a journey? How and why do some people mark the significant events of life? L2.2</p>	<p>the world a better place? L2.12</p>
Key words		<p>Almighty / Eternal, Torah, Chosen People, Jewish, ritual.</p>	<p>God, Trinity, Father, Son, Holy Spirit.</p>	<p>Muslim, 5 Pillars, Prophet, Ibadah, Qur'an.</p>	<p>Holy Week, Easter, crucifixion, resurrection, Salvation.</p>	<p>ritual, symbol, ceremony, commitment, devotion.</p>	<p>values and virtues, charities, world development, devotion, love in action.</p>
Year 5	<p>Explain and give meanings for core texts and beliefs, comparing different ideas.</p> <p>Use evidence and examples to show how and why beliefs make a difference to life.</p>	<p>How and why do some people inspire others? Examples of Hindus, Sikhs, Jewish people and Muslims U2.4</p>	<p>Values: what matters most to Humanists and Christians? U2.3</p>	<p>What helps Hindu people as they try to be good? U2.7</p>	<p>How do Christians decide how to live? 'What would Jesus do?' (Gospel). U2.5</p>	<p>What will make our community a more respectful place? (Many different religions and worldviews) U2.10</p>	<p>Justice and poverty: does faith make a difference? U2.9</p>

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	Connect their own reflections and views to the religions and beliefs they study, developing insights.						
Key words		inspiration, leadership, saint / guru, devotion, compassion, values and virtues	Humanist, atheist, agnostic, rationality, theist, questions of origins.	Hindu, Karma, dharma, samsara, moksha, devotion.	Gospel, kingdom of God, forgiveness, love, community, gratitude.	Inter faith dialogue, harmony, religious plurality, compassion, respect.	Charity, world development, compassion, religious plurality, commitment, Golden Rule.
Year 6	<p>Explain and give meanings for core texts and beliefs, comparing different ideas.</p> <p>Use evidence and examples to show how and why beliefs make a difference to life.</p> <p>Connect their own reflections and views to the religions and beliefs they study, developing insights.</p>	<p>Why do some people believe in God and some people not? (Atheists, agnostics, theists, sceptics, freethinkers)</p> <p>U2.11</p>	<p>How is faith expressed in Islam?</p> <p>U2.8</p>	<p>What does it mean for Christians to believe God is holy and loving?</p> <p>U2.1</p>	<p>What do Christians believe Jesus did to 'save' people? (Salvation).</p> <p>U2.6</p>	<p>Creation and science: conflicting or complementary? (Creation)</p> <p>U2.2</p>	<p>[How] Does faith enable resilience? (Christians, Muslims, Hindus, Jewish people, non-religious people, others). U2.12</p>
Key words		Humanist, atheist, agnostic, rationality, faith, argument	Allah, Prophet, Qur'an, Tawhid, Iman, Ibadah.	Trinity, holiness, love of God, spiritual architecture, devotion, symbol.	Holy Communion, symbolism, sacrifice,	creation stories, the Big Bang, evolution,	Faith, resilience, religious, spiritual, secular, sources of wisdom.



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					crucifixion, salvation, Mass.	science and faith, rationality, atheism.	
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