

Dothill Progression Mapping



Religious Education

Respect Happiness Responsibility Creativity HONESTY Enthusiasm Confidence Kindness Cooperation fairness

	Year Five	Year Six
<p>Substantive knowledge (Content)</p>	<p>Prayer: asking questions and seeking answers This unit focusses on the practice of prayer in Jewish and Muslim traditions. Pupils explore the feelings - of peace, challenge or the presence of the divine - that Muslims and Jews may find in prayer, making links to their own feelings. Values: what can we learn from Christians and Humanists? This unit enables pupils to identify values in human life, and think about their own values, with special reference to the values of Christians and Humanists. people's ideas. Christian Aid and Islamic relief In this unit pupils will learn about the work of two major faith based charities, Islamic Relief and Christian Aid. They will develop their understanding of the impact of religion in the world and consider important questions of justice. inspiration. They will consider the personal challenge to make the world a better place.</p>	<p>Religion and the individual In this unit pupils gain a knowledge and understanding about Christian and Buddhist teaching on behaviour and action. They develop their understanding that Christians base their behaviour on the teaching of Jesus and the guidance of the church. They build up their learning about the ways in which Buddhists try to follow the teaching and example of the Buddha. Words of Wisdom This unit uses examples of 'words of wisdom' from Sikhs, Christians and Muslims to enable pupils to think for themselves about sources of guidance or wisdom in their own lives. Pupils' reflect upon their own values. What will make our community more respectful? There is an emphasis in this unit on attitudes of respect, and discussion about what this means for the class and the school. Pupils encounter some ideas and practices from the six principal religions in the UK. Pupils are encouraged to consider what can be learned from examples of their own experience and from the teaching of different religions and beliefs about the values of respect for all.</p>
<p>Substantive knowledge (Concepts)</p>	<p>These core Christian concepts are woven through the units, children revisit and develop them throughout their curriculum journey. They form the basis of many of the key questions posed to learners e.g. What is it like to follow God? They are as follows: God, Creation, People of God, Prophecy, Wisdom, Incarnation, Gospel, Salvation, The Kingdom of God</p>	
	<p>Way of life, Prayer, Rules, Worship, Sewa, Morals, Way of life, Guidance, God, Way of life, Offering</p>	<p>Morals, Worship, Guidance, Way of life, Symbolism, Celebration, Scripture, Rules, Way of life</p>

<p>Disciplinary Knowledge (Methods - Ways of knowing)</p>	<p>To identify different ways of finding out about religion/belief. To gather, interpret, organise and analyse information. To ask thoughtful questions. To draw conclusions and evaluate issues using good reasoning. To construct moral and philosophical arguments using appropriate reasoning. To express their own opinions. To investigate religions and worldviews through varied experiences, approaches and disciplines. To reflect on and express their own ideas and the ideas of others with creativity and clarity. To respond to religions and worldviews in an informed and insightful way. To demonstrate critical and personal evaluation. To explore, enquire, find out and investigate. To respond creatively to knowledge.</p> <p>In upper KS2 we develop this through: interviews, holy texts, books, art, video clips, drama, stories, research and statistics.</p>	
<p>Disciplinary Knowledge (Personal knowledge)</p>	<p>Respect for all: pupils are invited to be respectful to two religious traditions, Commitment: pupils are encouraged to think about the challenges of belief and of prayer from different perspectives, applying ideas for themselves. Developing a willingness to learn from those who see things differently, increasing their ability to demonstrate respect for all. Engaging in positive discussion and debate about values, including the views they disagree with, to demonstrate open-mindedness being able to empathise with the plight of those suffering in the world, as well as grasp what it is to be moved with compassion to act to serve others. Recognising the value of commitment to alleviating the suffering of others, as a response of worship to God, and/or out of a sense of justice.</p> <p><u>Spiritual, Moral, Social and Cultural Development</u> Children will think through their own ideas about prayer and God. Children will develop respect for those different from themselves. Children will consider similarities and differences between religious ways of life and their own. They will think about values and studying stories that express values. Higher level work explores the consequences of our choices in terms of good and bad, right and wrong. Children will work together in collaborative projects and activities. Higher level work explores how values make a difference to our community and to society - the impact of morality. Children will reflect on how key beliefs can make a difference to people's lives and actions. Children will think about their own attitudes to generosity, wealth and poverty.</p>	<p>Self-awareness through enabling pupils to explore their own values and the values of others. Self-awareness by becoming used to the value of stillness and silence for learning and reflection. Self awareness by becoming increasingly alert to the religious environment of the city and their place in it.</p> <p>Respect for all through considering the different ways we have of deciding what is good and bad. Respect for all by developing a willingness to learn from religious plurality and diversity.</p> <p>Open-mindedness by using dilemmas, especially moral dilemmas, to explore values. Open mindedness by engaging in positive discussion and debate about the benefits of living in a diverse community of many cultures.</p> <p>Appreciation and wonder by spending time in a group looking for deeper meanings in experience.</p> <p><u>Spiritual, Moral, Social and Cultural Development</u> Children will explore the influence of family, friends, and how society is influenced by beliefs, teachings and guidance from religious leaders and scriptures. Children will consider how religious and other beliefs lead to particular actions which may have good or bad consequences for other people Children will develop attitudes of open minded and courageous engagement with different views. Children will recognise the rights of all and the need for acceptance in human communities. Opportunities for social development come from developing an appreciation of the ways in which diversity enriches human life. Opportunities for cultural development come from appreciating the wide and global range of cultures in our county and region.</p>

<p>Vocabulary</p>	<p>Jesus, Gospel, Temptation, Allah, Submission, Shaytan, Stoning the Devil, Moral, choice, Good and evil, Right and wrong, Temptation, Shahadah, Salat / Salah, Zakat, Ramadan, Eid, Ul Fitr Hajj, Makkah, Ka'ba, Ritual Religious, practice. Pilgrimage. Charity / Almsgiving, Sawm, Rakah, Dua Al Fatihah, love, forgiveness, peace between people and God, honesty, prayer, worship fellowship, choice, good and bad right and wrong morality, values, consequences</p>	<p>Moral choice, Right and wrong, Good and Bad, Rules, Moral values, Reflection, Dilemmas, Bible, New Testament, beliefs, love, neighbour, forgiveness. Reflection, Stillness, Quietness, Learning from silence, The gift of peace, belief, faith, sacred, spiritual, commitment, worship, church, Psalms, scripture, expression, art, vision, dreams</p>
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