

Meridian Religious Education Progression Document.

Concepts, Ideas, Key Skills and Religions

Religions Studied:

| KEY STAGE AND CYCLE | MAIN RELIGION 1 | MAIN RELIGION 2 | MAIN RELIGION 3 | OTHER RELIGIONS (covered in some depth) |
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| EYFS | | | | |
| A and B | Christianity plus a balance of other local and world faiths. | | | |
| KS1 | | | | |
| A | Christianity | Islam | Hinduism | |
| B | Christianity | Judaism | Sikhism | |
| LKS2 | | | | |
| A | Christianity | Judaism | Sikhism | |
| B | Christianity | Islam | Hinduism | |
| UKS2 | | | | |
| A | Christianity | Buddhism | Sikhism | Islam |
| B | Christianity | Humanism | Hinduism | Shinto |

Concepts and Ideas by unit and faith:

| | BIG QUESTION | CONCEPTS AND IDEAS | KEY SKILLS |
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| KS1 Cycle A Christianity, Islam, Hinduism | <u>What Stories did Jesus Tell?</u> - Christianity | Who is Jesus? Jesus as storyteller Stories with morals as teachings Parables – The Lost Coin The Prodigal Son The Good Samaritan The Lost Sheep. | <u>Key Skills:</u> Year 1: Respond to religious stories with morals. Year 2: Retell a religious story. |
| | <u>Why is Light Important in Religions?</u> - Christianity - Hinduism - Judaism - Hinduism - Islam | Important faith stories linked to light and winter festivals, which could include: – Divali, Holi – Hanukkah – Ramadan -- Nowruz -- Christianity – St Lucia? -- The Nativity story: Symbolism; Angels as messengers; Jesus as a symbolic ‘light for the world’; | <u>Key Skills:</u> Year 1: Begin to recognise symbols. Year 2: Recognise some religious symbols. |
| | <u>What do Christians Do and Believe?</u> - Christianity | Nature of God God’s family The Bible as a source of info about God God as Love Worship in a variety of denominations e.g., Quakers, Anglican, Baptist The Easter Story: Sacrifice: to make sacred (sacred = Given to God). | <u>Key Skills:</u> Year 1: Identify feelings such as love, sorrow, wonder and forgiveness. EMPATHY/RESPECT Year 2: Identify what they find interesting or puzzling. RESEARCH |

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| | <p><u>Why are memories important? Artefacts, stories and festivals</u></p> <ul style="list-style-type: none"> - Islam - Hinduism - Faiths represented in the class. | <p>Why are memories important? Artefacts as symbols for memories. Sacred – meaning ‘Given to God’. Difference between a religious festival and a holiday The story behind an important festival Plus, the celebration of the same important festival.</p> | <p><u>Key Skills:</u> Year 1: Begin to recognise similarities. Year 2: Find similarities.</p> |
| | <p><u>What is a Sacred Building?</u></p> <ul style="list-style-type: none"> - Christianity - Islam <p>(Cambridge Central Mosque)</p> | <p>What is a community building? Local community buildings. Church as a community building; Church as a community. Sacred buildings that the children know from their own faiths. Sacred buildings in Cambridge. Notice similarities and celebrate differences in sacred buildings. Awe, wonder and curiosity. Investigate symbolism in sacred buildings.</p> | <p><u>Key Skills:</u> Year 1: Understand there may be more than one correct answer, or no correct answer. Year 2: Happy for there to be no correct answer.</p> |
| | <p><u>Why do Muslims tell stories about Mohammed?</u></p> <ul style="list-style-type: none"> - Islam | <p>Who was Mohammed? Why is he remembered? What is a Prophet? Why do people today follow him? What sort of person was he? Revelation of the Quran. Important stories about him in Islam.</p> | <p><u>Key Skills:</u> Year 1: Make links to familiar things they know. Year 2: Begin to find links between stories and beliefs or practises.</p> |
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| KS1 Cycle B | <u>What can we Learn from Stories in the Old Testament?</u> | Shared heritage of Abrahamic faiths: Bible, Torah, Quran What is a Sacred Text? Books in the Bible Stories as teachings and morals; Stories as sources of knowledge about God. Important stories from Old Testament: <ul style="list-style-type: none"> - Noah - Joseph (and multic coat) - David and Goliath - Soloman and the Temple - Jonah and the Whale - David and Goliath and Soloman and the Temple as important foundational stories for Jewish people. | <u>Key Skills:</u> Year 1: Order a religious story. Year 2: Begin to find links between stories and symbols or meanings. |
| Christianity, Judaism, Sikhism | <u>What Gifts did Jesus get at Christmas?</u> | Symbolism: Giving 'love' Nativity Story, concentrating on Magi; Symbolism of magi's gifts Jesus as a symbolic 'gift' to the world as God's son Qualities of Jesus. | <u>Key Skills:</u> Year 1: Express their own ideas creatively, in many different ways, to show their learning. Year 2: Express their own ideas creatively, including in writing. |
| | <u>What makes a church a special place for Christians?</u> | How to treat a special place The Church building and artefacts Christian people as 'the Church'; Church as family Christian worship. | <u>Key Skills:</u> Year 1: Show respect to others, considering their feelings. Year 2: Recognise the need to be respectful of other's beliefs. |
| | <ul style="list-style-type: none"> - Christianity | | |

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| <p><u>Why do Sikhs tell stories about the Gurus?</u></p> <ul style="list-style-type: none"> - Sikhism | <p>Important stories about the Gurus and Sikh teachings or practise that they illustrate: Guru Nanak and formation of Sikhism; Dani Chand and the needle Bhai Kenaya – Seva Guru Amar Das and Emperor Akbar – langur. Guru Granth Sahib as a source of knowledge Treatment of Guru Granth Sahib.</p> | <p><u>Key Skills:</u> Year 1: Respond to questions about faith and religion. Year 2: Answer simple questions about faith and belief in writing.</p> |
| <p><u>How do You Know I am Jewish?</u></p> <ul style="list-style-type: none"> - Judaism | <p>Special clothes Jewish family life at home Shabbat? The synagogue The Shema as a special message from God Ten commandments Religion is inside a person and about belief, not always obvious from the outside;</p> | <p><u>Key Skills:</u> Year 1: Begin to ask questions about faith and religion. Year 2: Ask relevant questions.</p> |
| <p><u>How do Families Celebrate New beginnings in Different Faiths?</u></p> <ul style="list-style-type: none"> - Christianity - Judaism - Sikhism - Islam - Hinduism - No religion? | <p>Artefacts as memories of important celebrations Many different celebrations – some are life-changing ‘new beginnings’ Many different forms of marriage and welcoming new babies. Christian marriage; rings as symbols of promises Jewish wedding and promises remembered on ketubah; Hindu wedding - similarities and differences between weddings studied. Baptism Islamic baby ceremonies Sikh naming ceremony.</p> | <p><u>Key Skills:</u> Year 1: Reflect on their own feelings, relationships and experiences. Year 2: Be aware of and begin to reflect on the feelings, relationships and experiences of others.</p> |

| | BIG QUESTIONS | CONCEPTS AND IDEAS | KEY SKILLS |
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| LKS2 Cycle A | <u>Philosophy</u> <u>Why do people ask big questions?</u> | Philosophical method Existence of unseen things Belief vs. proof Is lying good or bad? Theseus' boat Ubuntu | <u>Key Skills:</u> Year 3: Ask important or significant questions. Year 4: Ask philosophical questions and debate the answers. |
| Christianity, Judaism, Sikhism | <u>Why are there so many Journeys in the Christmas Story?</u> - Christianity | Pilgrimage In-depth Nativity story including Annunciation and flight to Egypt Jesus as fulfilment of prophecy Incarnation Messiah Geography/history of Bethlehem. | <u>Key Skills:</u> Year 3: Begin to give their own views and to respond to the views and ideas of others. Year 4: Explain their own views and make connections between their ideas and the ideas of others. |
| | <u>Who were the Anglo-Saxon Saints?</u> - Christianity | Anglo-Saxon pagan gods Monks and monasteries Missionaries Personal and peaceful nature of Christian God vs Norse gods. How and when did Christianity arrive in UK? Using an historical lens to investigate Christianity in UK. Local Saints – Etheldreda in Ely and pilgrimage. Modern missions in the church – church in a new town? | <u>Key Skills:</u> Year 3: Rank things by their importance to others. Year 3: Gather information with help, using the skills of skimming and scanning where appropriate. Year 4: Rank things by their importance to others, explaining their reasons and link a person's behaviour and thoughts to how importantly they rank things. Year 4: Gather, select and organise ideas when researching. |

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| | <p><u>Who is Moses and was he a good leader?</u></p> <ul style="list-style-type: none"> - Judaism | <p>The life of Moses Prophethood Covenant with God Mitzvahs and ten commandments Passover Shabbat? Festivals as commemoration. Was he a good leader?</p> | <p><u>Key Skills:</u> Year 3: use respectful language and reflect on the feelings, relationships and experiences of others. Year 4: Develop their empathy with people of alternative faith, putting themselves 'in other's shoes'.</p> |
| | <p><u>Why is this celebration important to Jewish people?</u></p> <ul style="list-style-type: none"> - Judaism | <p>Religious intolerance Mitzvot in practise. Festivals as commemoration AND commandment. How Judaism is celebrated by Jewish people today.</p> | <p><u>Key Skills:</u> Year 3: Begin to explain their ideas. Year 4: Explain their ideas in some depth.</p> |
| | <p><u>What do people learn from sacred books?</u></p> <ul style="list-style-type: none"> - Judaism – the Torah - Sikhism – Guru Granth Sahib | <p>The idea of sacred – given or linked to God. Guides for living Torah scribes. Simchat Torah. Words of God vs words inspired by God GGS Living guru Holy books as sources to try to understand God</p> | <p><u>Key Skills:</u> Year 3: Connect ideas and texts to morals or rules for living e.g. stories linked to how this relates to right or wrong. Year 4: Compare religious ideas.</p> |
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| LKS2 Cycle B | <u>How did the World Begin?</u> <ul style="list-style-type: none"> - Christianity - Native American - Islam - Hinduism - Non-religious (Scientific) | Global creation myths Literal vs symbolic – is it always easy to tell? Does it matter? Creation in Genesis Shared story in Christianity and Judaism Islamic story of creation – similarities and differences Scientific view, Big Bang and evolution Cyclical nature of Hindu creation Stewardship as a religious idea Stewardship as a religious idea | <u>Key Skills:</u> Year 3: Begin to compare stories and texts looking for similarities. Year 4: Compare stories and texts looking for similarities. |
| Christianity, Islam, Hinduism | <u>Signs and Symbols – What do they mean?</u> <ul style="list-style-type: none"> - Christianity - Hinduism | Namaste Atman – god in everything (poem by Krishna in Bhagavad Gita) Avatars and symbolism Trimurti Symbolism in Divali – Rama and Sita Christian signs and symbols Trinity Christian or Secular Christmas? (Advent calendars investigation) | <u>Key Skills:</u> Year 3: Link symbols to ideas. Year 4: suggest meanings for symbols. |
| | <u>What is at the Centre of the Labyrinth?</u> <ul style="list-style-type: none"> - Philosophy - Spirituality | Symbolic pilgrimage Spirituality and self-reflection. Mindfulness and stilling exercises Big questions Local labyrinth at Ely Cathedral | <u>Key Skills:</u> Year 3: Begin to explain their ideas. Year 4: Explain their ideas in some depth. |

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| | <p><u>Is Easter about Endings or Beginnings?</u></p> <ul style="list-style-type: none"> - Christianity | <p>Christian symbols The Easter story The significance of the Last Supper Crucifixion Sacrifice Resurrection</p> | <p><u>Key Skills:</u> Year 3: Investigate features of faith that they find interesting or puzzling, gathering information with help, using the skills of skimming and scanning where appropriate. Year 4: Gather, select and organise ideas when researching.</p> |
| | <p><u>What are The Five Pillars of Islam?</u></p> <ul style="list-style-type: none"> - Islam | <p>Revelation of the Quran recap Shahadah Hajj Sawm Salah Zakat Sunni, Shia (Ibadi?)</p> | <p><u>Key Skills:</u> Year 3: Recognise that belief in a faith can link to concerns for others or the world. Year 4: Discuss the importance of faith in people's concern for others or the world.</p> |
| | <p><u>A Place of Worship for a New Town?</u></p> <ul style="list-style-type: none"> - Christianity - Islam | <p>What happens in a Church? Where do Christians meet in a new town? Why? Forms of worship and devotion. Church as a community. Investigate local churches. Are Churches just for Christians? Pluses and Minuses of sharing places of worship between faiths. Mosque Architecture. What happens in a Mosque? Is a mosque the people or the building? (wherever prayer happens becomes a mosque) Ummah - the worldwide community of Muslims. Cambridge Central Mosque</p> | <p><u>Key Skills:</u> Year 3: Ask how, why, who, what, where questions to explore similarities and differences. Year 4: Suggest reasons for similarities in religions and faiths.</p> |

| | BIG QUESTIONS | CONCEPTS AND IDEAS | KEY SKILLS |
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| UKS2 Cycle A | <p><u>Will the Church Support a War?</u></p> <ul style="list-style-type: none"> - Christianity - Philosophy and Ethics | <p>God 'on our side' Work of an army chaplain Christian choices influenced by the Bible and propaganda Conscientious objectors, Peace Church and non-violence. War memorials</p> | <p><u>Key Skills:</u> Year 5: Apply their own and others' responses to ethical questions, e.g., ideas about what is right and wrong and what is just and fair. Recognize the consequences of what others see as important. Year 6: Distinguish between opinion, belief and fact. Compare responses to ethical questions and express their own ideas clearly in response. Explain some of the challenges offered by religion.</p> |
| Christianity, Buddhism, Sikhism, Islam | <p><u>What Can We Discover About the Life of Jesus? Who was he?</u></p> <ul style="list-style-type: none"> - Christianity | <p>Historical and geographical setting in order to better understand the Bible accounts. Other accounts of Jesus. Accounts in the Gospels. Early ministry, popularity and why some disagreed with his teachings. Ideas about Jesus in his time. 2 great commandments The Last Supper. Crucifixion Resurrection Pre-ordained vs free will Ideas about Jesus now – incarnation, prophet, guru? What do you think – give reasons and evidence.</p> | <p><u>Key Skills:</u> Year 5: Use religious sources to answer questions. Year 6: Use evidence, quoted or inferred, from multiple religious sources to answer questions.</p> |

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| <p><u>Who was the Buddha and what was his new idea?</u></p> <ul style="list-style-type: none"> - Buddhism | <p>The Life of Buddha Enlightenment 4 Noble Truths 8-fold path How Buddhists use the 8-fold path Samsara and Karma Jataka Tales</p> | <p><u>Key Skills:</u> Year 5: Link religious ideas, stories, meanings etc. to peoples' ways of life and beliefs. Year 6: Explain, in some depth, how religious ideas, stories, meanings etc. link to peoples' ways of life and beliefs.</p> |
| <p><u>How do Buddhists Worship?</u></p> <ul style="list-style-type: none"> - Buddhism | <p>Meditation and Mindfulness Buddhist worship Buddhist monks Relevance today Global Buddhism and Buddhism in UK Buddhist belief in action(?) Buddhist art</p> | <p><u>Key Skills:</u> Year 5: Suggest lines of enquiry raised by their study. Present their research to an audience. Year 6: Develop their skills for independent research – self direction, resilience etc. Answer questions about their research from an audience.</p> |
| <p><u>Why do People put their Beliefs into Action?</u></p> <ul style="list-style-type: none"> - Non-religious - Islam - Sikhism | <p>Looking at: A famous conservationist Dr Hany and Islamic Relief Khalsa Aid. And considering ideas of... Stewardship conservation Calling Values Grace Ummah - community Charity - Zakat Religious texts as guides and inspiration</p> | <p><u>Key Skills:</u> Year 5: Express their own views clearly, giving reasons. Year 6: Use evidence to back up their views and arguments.</p> |

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| | <p><u>What does it mean to be a Khalsa Sikh?</u></p> <ul style="list-style-type: none"> - Sikhism | <p>Khalsa 5Ks as articles of faith not symbols. Guru Historical religious intolerance and challenges of religious belief Non-violence Equality Seva as selfless service. Commitment to a faith. The nature of God.</p> | <p><u>Key Skills:</u> Year 5: Explain why it is important to learn about and show respect to others' faith and beliefs. Year 6: Explain how a belief in faith or religion might help a person in times of trouble.</p> |
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| <p>UKS2 Cycle B</p> | <p><u>Are You the Same as Me?</u></p> <ul style="list-style-type: none"> - Philosophy and Ethics | <p>Prejudice Stereotype Human Rights to belief and religious expression. Religious Discrimination e.g. Islamophobia Religious leaders and texts as moral guides: Martin Luther King/Rosa Parks? Beliefs into actions: Is religion what you do or what you say? Memorials and commemoration</p> | <p><u>Key Skills:</u> Year 5: Apply their own and others' responses to ethical questions, e.g. ideas about right vs. wrong; just vs. fair. Compare texts in depth, looking for similarities and differences. STORY Year 6: Compare responses to ethical questions, e.g. ideas about right and wrong or what is just and fair, and express their own ideas clearly in response. Distinguish between opinion, belief and fact. Recognise the use of symbolism and that uses can be both positive and negative. SYMBOLS</p> |
| <p>Christianity, Humanism, Hinduism, Shinto</p> | | | |

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| | <p><u>Where did Christianity Come From?</u></p> <ul style="list-style-type: none"> - Christianity | <p>Jesus' final message "to the ends of the Earth" Pentecost and the Holy Spirit St Paul, Apostles and early Church mission Emperor Constantine Orthodox, Catholic, Protestant Splits in Christian Theology Martin Luther Anglican Church Symbols of differences – architecture and church buildings, icons.</p> | <p><u>Key Skills:</u> Year 5: Explore the differences within religions or faiths. Year 6: Recognise the consequences of the similarities and differences within religions or faiths.</p> |
| | <p><u>What is Special About God in Hinduism?</u></p> <ul style="list-style-type: none"> - Hinduism | <p>'Many in one' – diversity of belief in Hinduism. Monotheism or Polytheism? Avatars other than Trimurti Hindu religious texts - Vedas, Puranas, Ramayana, Mahabharata incl Bhagavad Gita. Krishna and Durga – significant stories Janmashtami Durga Puja Worship at home Karma and Moksha</p> | <p><u>Key Skills:</u> Year 5: Make connections and comparisons between religions and faiths. Compare stories and texts in depth, looking for similarities and differences. Year 6: Identify themes Suggest or infer meanings for religious texts.</p> |

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| | <p><u>Can you have religion Without God?</u></p> <ul style="list-style-type: none"> - Humanism - Shinto | <p>Ideas of God Supernatural vs in this world Types of evidence Aims and rules for living without god Kami Rituals and celebrations Relevance today – religious belief or culture and tradition? Japanese culture e.g. Pokemon Are these religions – reasons and evidence?</p> | <p><u>Key Skills:</u> Year 5: Compare the views and ideas of people from different faiths or religions Year 6: Interpret ideas from different perspectives. Recognise those with no faith also have a belief system</p> |
| | <p><u>Is Christianity the Same Around the World?</u></p> <ul style="list-style-type: none"> - Christianity | <p>Data on Christianity around the world. Variety of practise of Christianity around the world – e.g.s from Catholic, Orthodox and Protestantism.</p> <p>Similarity and diversity. What is common to all? Why are there differences? – central teachings and traditions.</p> <p>Christianity as a minority religion - persecution of Christians around the world – Christian Dalits in India.</p> | <p><u>Key Skills:</u> Year 5: Explain why it is important to learn about and show respect to others' faith and beliefs. Year 6: Explain how a belief in faith or religion might help a person in times of trouble.</p> |

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| | <p><u>Does Art have a Place in Religion?</u></p> <ul style="list-style-type: none"> - Christianity - Islam - Hinduism - Buddhism | <p>How and why do people depict Jesus? Islamic art and calligraphy - e.g. Cambridge Central mosque. Art as worship, devotion and religious expression – stained glass museum? Art as symbolism and expression of faith without words... Music as worship – Gregorian chants vs. modern religious music Does art need to be permanent to matter – sand mandalas and Buddhist idea of impermanence.</p> | <p><u>Key Skills:</u></p> <p>Year 5: Recognise symbolism in art, music, artefacts or writings. Explore the differences and similarities between religions or faiths.</p> <p>Year 6: Recognise the uses of symbolism. Identify themes.</p> |
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