



Newnham Junior School – RE Curriculum Map

Learning about religion	Learning from religion	Concept progression	Skills Progression
YEAR 3			Describe what believers might learn from the significant texts, writings, arts being studied Describe some of the rules and guidance used by believers and how that might be applied in working with others from different religions/traditions. Describe the importance of key text/writings/stories and give examples of how they might be used in the modern day
What does it mean to be a Christian in Britain today? Why is the Bible so important for Christians today?	Why are Festivals important? Why do people pray? What do different people believe about God?	An increasing confidence in making links between concepts within religions	
YEAR 4			Investigate different ideas about God and humanity. Ask important questions about the practise of faith and compare different possible answers. Express ideas about how to lead a good life while recognising that others might feel differently Provide good reasons for the views they have and the connections they make
How is the importance of light portrayed at Christmas -? What does it mean to be a Hindu in Britain today?	Why is Jesus inspiring to some people? Why do some people think life is a journey? What can we learn from religions about deciding right and wrong?	Slowly increasing ability to critically question and form logical arguments and opinions about religion and belief including an increasing recognition and acceptance of divergences of opinion	
YEAR 5			Describe and compare how key events are celebrated/remembered in different traditions and be able to explain and compare how people may demonstrate their commitment to such traditions. Describe and Compare different ways of demonstrating commitment to local, national and global traditions and religions and beliefs
What does it mean to be a Muslim in Britain today? If God is everywhere, why go to a place of worship?	Why do some people believe God exists? What would Jesus do? British Values The Golden Rule: why it matters to treat others as you wish to be treated?	Demonstrating increasing layers of interpretation of religious beliefs and world views through engagement with a broadening and increasingly complex range of information.	
YEAR 6			Describe and compare different ideas about the meaning of life from traditions being studied and with reference to key texts. Make links between some texts/stories and symbols and guidance on how to live between different religions and world views. Understand and explain reasons for the views that people have (Religious and Non-religious) while recognising that others may think differently
What matters most to Christians and Humanists? What difference does it make to believe in Ahimsa, Grace and Ummah community?	What do religions say to us when life gets hard? Is it better to express belief in art or charity? (could use additional lessons from old unit Art In Religion British Values Union Flag - What Belonging to Britain means to me.	Moving from simple ideas and beliefs/concepts to making connections between them and placing within the bigger picture.	



Newnham Junior School – RE Curriculum Map

Learning about religion	Learning from religion	Concept progression	Skills Progression
SCHOOL-SPECIFIC - EVENTUAL OUTCOMES FOR THE END OF KS2			
Making greater sense of religious and non-religious world views by organising and connecting their knowledge and understanding with questions and experiences of life. Working with more complex information and increasingly technical vocabulary about religious and non-religious world views Impact of beliefs, ways of life and ways of expressing meaning on important questions and experiences of life.	Increasing the range and accuracy of investigative and evaluative skills and advancing their knowledge and understanding of religious and non-religious world views and ability to select and respond to important questions and experiences of life	Extend knowledge and understanding from concrete and familiar to more abstract and complex	