



# Religious Education Curriculum: Multi-Faith Comparative Units Progression Map



Area	EYFS	Year 1/2A	Year 1/2B	Year 3/4A	Year 3/4B	Year 5/6A	Year 5/6B
Multi-Faith Comparative Units		<p><b>1.10: What does it mean to belong to a faith community?</b></p> <p><b>Make sense of beliefs:</b></p> <ul style="list-style-type: none"> <li>Recognise that loving others is important in lots of communities</li> <li>Say simply what Jesus and one other religious leader taught about loving other people</li> </ul> <p><b>Understand the impact:</b></p> <ul style="list-style-type: none"> <li>Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean</li> <li>Identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious)</li> </ul> <p><b>Make connections:</b></p> <ul style="list-style-type: none"> <li>Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences</li> <li>Talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas.</li> </ul>	<p><b>1.8: What makes some places sacred to believers?</b></p> <p><b>Make sense of belief:</b></p> <ul style="list-style-type: none"> <li>Recognise that there are special places where people go to worship, and talk about what people do there</li> <li>Identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean</li> <li>Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship</li> </ul> <p><b>Understand the impact:</b></p> <ul style="list-style-type: none"> <li>Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe</li> <li>Give simple examples of how people worship at a church, mosque or synagogue</li> <li>Talk about why some people like to belong to a sacred building or a community</li> </ul> <p><b>Make connections:</b></p> <ul style="list-style-type: none"> <li>Think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas</li> <li>Talk about what makes some places special to people, and what the difference is between religious and non-religious special places.</li> </ul>	<p><b>L2.12: How and why do people try to make the world a better place?</b></p> <p><b>Make sense of belief:</b></p> <ul style="list-style-type: none"> <li>Identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin)</li> <li>Make links between religious beliefs and teachings and why people try to live and make the world a better place</li> </ul> <p><b>Understand the impact:</b></p> <ul style="list-style-type: none"> <li>Make simple links between teachings about how to live and ways in which people try to make the world a better place (e.g. tikkun olam and the charity Tzedek)</li> <li>Describe some examples of how people try to live (e.g. individuals and organisations)</li> <li>Identify some differences in how people put their beliefs into action</li> </ul> <p><b>Make connections:</b></p> <ul style="list-style-type: none"> <li>Raise questions and suggest answers about why the world is not always a good place, and what are the best ways of making it better</li> <li>Make links between some commands for living from religious traditions, non-religious worldviews and pupils' own ideas</li> <li>Express their own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for their views.</li> </ul>	<p><b>L2.11: How and why do people mark the significant events of life?</b></p> <p><b>Make sense of belief:</b></p> <ul style="list-style-type: none"> <li>Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean</li> <li>Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today</li> </ul> <p><b>Understand the impact:</b></p> <ul style="list-style-type: none"> <li>Describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean</li> <li>Make simple links between beliefs about love and commitment and how people in at least two religious traditions live (e.g. through celebrating forgiveness, salvation and freedom at festivals)</li> <li>Identify some differences in how people celebrate commitment (e.g. different practices of marriage, or Christian baptism)</li> </ul> <p><b>Make connections:</b></p> <ul style="list-style-type: none"> <li>Raise questions and suggest answers about whether it is good for everyone to see life as a journey, and to mark the milestones</li> <li>Make links between ideas of love, commitment and promises in religious and non-religious ceremonies</li> <li>Give good reasons why they think ceremonies of commitment are or are not valuable today.</li> </ul>	<p><b>U2.11: Why do some people believe in God and some not?</b></p> <p><b>Make sense of belief:</b></p> <ul style="list-style-type: none"> <li>Define the terms 'theist', 'atheist' and 'agnostic' and give examples of statements that reflect these beliefs</li> <li>Identify and explain what religious and non-religious people believe about God, saying where they get their ideas from</li> <li>Give examples of reasons why people do or do not believe in God</li> </ul> <p><b>Understand the impact:</b></p> <ul style="list-style-type: none"> <li>Make clear connections between what people believe about God and the impact of this belief on how they live</li> <li>Give evidence and examples to show how Christians sometimes disagree about what God is like (e.g. some differences in interpreting Genesis)</li> </ul> <p><b>Make connections:</b></p> <ul style="list-style-type: none"> <li>Reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging</li> <li>Consider and weigh up different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not</li> <li>Make connections between belief and behaviour in their own lives, in the light of their learning.</li> </ul> <p><b>U2.10: What matters most to Humanists and Christians?</b></p> <p><b>Make sense of belief:</b></p> <ul style="list-style-type: none"> <li>Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist)</li> <li>Make links with sources of authority that tell people how to be good (e.g. Christian ideas of 'being made in the image of God' but 'fallen', and Humanists saying people can be 'good without God')</li> </ul> <p><b>Understand the impact:</b></p> <ul style="list-style-type: none"> <li>Make clear connections between Christian and Humanist ideas about being good and how people live</li> <li>Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view</li> </ul> <p><b>Make connections:</b></p> <ul style="list-style-type: none"> <li>Raise important questions and suggest answers about how and why people should be good</li> <li>Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views.</li> </ul>	<p><b>U2.12: Who does faith help people when life gets hard?</b></p> <p><b>Make sense of belief:</b></p> <ul style="list-style-type: none"> <li>Describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life</li> <li>Identify beliefs about life after death in at least two religious traditions, comparing and explaining similarities and differences</li> </ul> <p><b>Understand the impact:</b></p> <ul style="list-style-type: none"> <li>Make clear connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement)</li> <li>Give examples of ways in which beliefs about resurrection/judgement/heaven/karma/reincarnation make a difference to how someone lives</li> </ul> <p><b>Make connections:</b></p> <ul style="list-style-type: none"> <li>Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding these</li> <li>Offer a reasoned response to the unit question, with evidence and example, expressing insights of their own.</li> </ul>
			<p><b>1.9: How should we care for the world and for others and why does it matter?</b></p> <p><b>Make sense of belief:</b></p> <ul style="list-style-type: none"> <li>Identify a story or text that says something about each person being unique and valuable</li> <li>Give an example of a key belief some people find in one of these stories (e.g. that God loves all people)</li> <li>Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world</li> </ul> <p><b>Understand the impact:</b></p> <ul style="list-style-type: none"> <li>Give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories</li> <li>Give examples of how Christians and Jews can show care for the natural earth</li> <li>Say why Christians and Jews might look after the natural world</li> </ul> <p><b>Make connections:</b></p> <ul style="list-style-type: none"> <li>Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world</li> <li>Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world.</li> </ul>				