

Philosophy, Religion and Ethics Progression Mapping

EYFS

Project	Focus and Key Texts	Substantive knowledge	Disciplinary focus	Vocabulary Tier 2 and 3	Interdisciplinary connections
Autumn	<p>Diwali</p> <p>Children explore Diwali from both Hindu and Sikh perspectives using the books:</p> <p>“The Best Diwali Ever”</p> <p>“Binny’s Diwali” by Thrity Umrigar</p> <p>“The 52 Princes” by Sunny Osahn</p>	<p>Children will learn about the origins of Diwali in Hinduism through a simplified version of the story of Ramayana, focusing on the return of Lord Rama after defeating the demon king Ravana.</p> <p>Children will learn about the way Hindus celebrate Diwali through food and light.</p> <p>Children will learn about how Sikhs celebrate Bandhi Chhor Divas at Diwali and the origins of this when Guru Hargobind freed 52 prisoners</p>	<p>Children compare Diwali with their own experiences.</p> <p>Similarities and differences of festivals celebrated by others e.g. fireworks</p> <p>Children will compare the Sikh origin of Diwali with the Hindu origin and make connections between how both faiths celebrate the festival</p>	<p>Diwali</p> <p>Light</p> <p>Diva lamp</p> <p>Rangoli</p> <p>Evil</p> <p>Darkness</p> <p>Victory</p> <p>Lord Rama</p> <p>Ramayana</p> <p>Guru</p> <p>Hargobind</p> <p>Bandhi Chhor</p> <p>Divas</p>	<p>Communication and Language</p> <p>Personal, Social and Emotional</p> <p>Understanding the World</p>
<p>ELG Understanding the World: Past and Present Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>ELG Understanding the World: People, Culture and Communities Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class</p>					

Philosophy, Religion and Ethics Progression Mapping

Autumn	<p>Hanukkah</p> <p>Children will be introduced to the festival of Hanukkah using the books:</p> <p>“Eight Nights, Eight Lights” by Natalie Barnes</p> <p>“My First Jewish Book” by Julie Merberg (Author), Beck Feiner (Illustrator)</p>	<p>Hanukkah is known as ‘The Festival of Lights’</p> <p>Children will know the significance of lighting a menorah</p> <p>Children will know that the dreidel game is played during Hanukkah</p> <p>Children will learn about traditional food enjoyed during Hanukkah</p>	<p>Children compare Hanukkah with their own experiences</p> <p>Similarities and differences with other festivals of light e.g. links back to Diwali from previous half term</p>	<p>Hanukkah Symbol Light Songs Prayer Celebration Miracle Menorah Dreidel</p>	<p>Communication and Language</p> <p>Personal, Social and Emotional</p> <p>Understanding the World</p>
<p>ELG Understanding the World: Past and Present Talk about the lives of the people around them and their roles in society</p> <p>ELG: Understanding the World: People, Culture and Communities Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class</p>					
Autumn	<p>Christmas around the world: Reception cohort will create a festive performance to demonstrate their understanding of Christmas around the world. The performance will be enjoyed by the Nursery children as well as friends and family.</p> <p>Key book: Twinkly Twinkly Nativity</p>	<p>Children will learn about the key facts and traditions of Christmas around the world.</p> <p>They will also learn the traditional nativity story.</p>	<p>Children discuss their own experiences of Christmas and share their families' traditions</p>	<p>Christmas Jesus Bethlehem Wise men Kings Mary Joseph Angel Star Culture</p>	<p>Communication and Language</p> <p>Personal, Social and Emotional</p> <p>Understanding the World</p> <p>Expressive Art and Design</p> <p>Literacy</p>

Philosophy, Religion and Ethics Progression Mapping

<p>ELG Understanding the World: Past and Present Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>ELG: Being Imaginative and Expressive Recount narratives and stories with peers and their teacher Sing a range of well-known nursery rhymes and songs Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p> <p>ELG: Managing Self Be confident to try new activities.</p>					
Spring	Children will find out about different Asian communities that all celebrate Lunar New Year.	Children will learn about Spring Festival (Chūn Jié, sometimes called Chinese New Year). They will know that this marks the start of the lunar calendar.	They will compare and contrast traditions and celebrations of others to their own.	Lucky Happiness Celebration Gratitude Lantern Lunar New moon Tradition Zodiac Evil	Communication and Language Personal, Social and Emotional Understanding the World Expressive Art and Design Literacy
Lunar New Year	Teaching will be supported by- https://www.besean.co.uk/resources-posts/lunar-new-year-school-packs Book: “Lunar New Year Around the World”	Children will know difference between lunar calendar and gregorian calendar Children will be introduced to the Chinese zodiac – a cycle of 12 animals representing different years. Children will learn that the colour red is significant and believed to bring good luck and ward off evil spirits	Children will also make comparisons with the other festivals learned about in Autumn e.g. lanterns		



Philosophy, Religion and Ethics Progression Mapping

		<p>Children will learn about traditional foods enjoyed at Lunar New Year</p> <p>Children will know that lanterns are lit to celebrate</p>			
<p>ELG Understanding the World: Past and Present Talk about the lives of the people around them and their roles in society</p> <p>ELG: Understanding the World: People, Culture and Communities Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p>					
Spring Easter	Children will learn about how Easter is celebrated around the world	<p>Children will learn that Easter is a Christian festival.</p> <p>Children will learn that Christians believe Jesus came back to life (resurrection) and that's why it's a celebration</p> <p>Children will know that the cross is a special symbol because it reminds Christians of God's love.</p> <p>Children will learn about how other symbols of Easter around the world e.g. Easter eggs, chicks, lambs and how they relate to new life and spring</p>	Children discuss their own experiences of Easter and symbols that they are aware of	<p>Jesus</p> <p>Death</p> <p>Risen</p> <p>Resurrection</p> <p>Spring</p> <p>New life</p> <p>Victory</p>	<p>Communication and Language</p> <p>Personal, Social and Emotional</p> <p>Understanding the World</p>



Philosophy, Religion and Ethics Progression Mapping

<p>ELG Understanding the World: Past and Present Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>ELG: Understanding the World: People, Culture and Communities Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p>					
Summer Islam	<p>Ramadan How do people celebrate Ramadan around the world?</p> <p><u>Book</u> “The Most Exciting Eid” by Zeba Talkhani</p>	<p>Children will learn that Ramadan is a special month for Muslims and it is a time when they fast from sunrise to sunset.</p> <p>Children will learn the terms ‘Suhoor’ (pre-dawn meal) and ‘Iftar’ (meal to break the fast at sunset)</p> <p>Children will know that Muslims follow a lunar calendar and that Ramadan is the ninth month of this calendar</p> <p>Children will be introduced to the celebration of Eid-al-Fitr which marks the end of Ramadan. They will know that it is a joyful time with special prayers, meals and</p>	<p>Children discuss their own experiences of Ramadan</p> <p>Children make connections with lunar calendar as learned about in Spring 1</p> <p>Children will compare the celebration of Eid-al-Fitr with other festivals learned about during the year.</p>	<p>Fasting Muslim Islam Sunset Sunrise Forgiveness Salah Eid al-Fitr Suhoor Iftar</p>	<p>Communication and Language</p> <p>Personal, Social and Emotional</p> <p>Understanding the World</p>

Philosophy, Religion and Ethics Progression Mapping

		the giving and receiving of gifts.			
<p>ELG Understanding the World: Past and Present Talk about the lives of the people around them and their roles in society</p> <p>ELG: Understanding the World: People, Culture and Communities Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class</p>					
Summer 2	<p>Children take part in weekly philosophy sessions following The Philosophy Foundation EYFS Curriculum. Each session builds on each other and gives students the skills they need to take part in Philosophy for Children (P4C) sessions whilst sparking curiosity and challenging them to think deeply about ideas.</p>				
<p>ELG: Listening, Attention and Understanding Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions Make comments about what they have heard and ask questions to clarify their understanding Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>ELG: Speaking Participate in small group and class discussions, offering their own ideas Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>					

Year 1

Project	Focus: Enquiry Question	Substantive knowledge	Disciplinary focus	Vocabulary Tier 2 and 3	Interdisciplinary connections
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Philosophy, Religion and Ethics Progression Mapping

<p>Autumn 1 Creation (Christianity)</p>	<p>Do Christians believe God wants them to look after the world?</p>	<p>Christian belief that God created the world</p> <p>Children will compare this with the Hindu belief in creation</p> <p>Children will understand that there are a range of perspectives and beliefs about how the world was made</p>	<p>Critical Thinking: Express an opinion on the Christian belief about creation</p> <p>Ethics: Consider how to look after the world</p>	<p>Creation Brahma Responsibility Humanist Origin story</p>	<p>PSHE – responsibilities</p>
<p>Autumn 2 Gifts (Christianity)</p>	<p>What gifts might Christians give Jesus if he were born today?</p>	<p>Gifts were given to Jesus and these were significant</p> <p>Know that gold was given to represent royalty</p> <p>Frankincense was used as a gift to show worship</p> <p>Myrrh was used as a gift to represent death</p>	<p>Critical Thinking: Suggest a gift that might be given to Jesus today and say why</p> <p>Ethics: Reflect on how to show gratitude</p>	<p>Gold Frankincense Myrrh Significance Gratitude Worship Nativity</p>	<p>Geography – location of Bethlehem</p>

Philosophy, Religion and Ethics Progression Mapping

<p>Spring 1 Hanukkah (Judaism)</p>	<p>To what extent does celebrating Hanukkah make Jewish children feel closer to God?</p>	<p>Hanukkah is a special Jewish celebration that lasts for 8 days</p> <p>Know that Judah Maccabee helped lead a revolt against King Antiochus who was trying to stop Jews worshipping God</p> <p>Know that the menorah candle stayed alight for 8 days after rebuilding the Temple</p> <p>Know that Hanukkah marks miracle of menorah candle staying alight for 8 days after the revolt</p>	<p>Critical Thinking: Discuss how Jewish children might feel taking part in Hanukkah</p> <p>Personal Reflection: Children to reflect on what they are grateful for</p>	<p>Hanukkah Symbol Judah Maccabee King Antiochus Menorah Dreidel Celebration Miracle</p>	<p>History – locating time of Judah Maccabee (160BCE)</p>
<p>Spring 2 Palm Sunday (Christianity)</p>	<p>Why was Jesus welcomed like a king on Palm Sunday?</p>	<p>Jesus' entry into Jerusalem on a donkey was a mark of humility</p> <p>Palm leaves were laid during Jesus' entry into Jerusalem as worship</p> <p>Christians believe that God became man</p>	<p>Philosophy: Exploring how special people are honoured</p> <p>Evaluation/Critical Thinking: Understanding the reason that Jesus is special to Christians</p> <p>Personal Reflection: Reflecting on importance of humility</p>	<p>Son of God Humble Humility Honour Incarnation Palm Sunday</p>	<p>Locating Jerusalem – children to know that Jerusalem is a place where Palm Sunday is still celebrated</p> <p>History – children to know that in Jesus' time, people were living under Roman rule</p>



Philosophy, Religion and Ethics Progression Mapping

Summer 1 Shabbat (Judaism)	How important is Shabbat to Jewish children?	<p>Shabbat happens every weekend from Friday night and all day on Saturday</p> <p>Shabbat marks God resting on the seventh day after He created the world</p> <p>Jews enjoy a special Shabbat meal</p> <p>Jews can celebrate Shabbat at home and in the synagogue</p> <p>Synagogue is the Jewish holy place of worship</p> <p>Torah is Jewish holy book and is treated with the utmost respect</p>	<p>Evaluation/Critical Thinking: Make a connection between being Jewish and decisions about behaviour and evaluating importance of Shabbat for Jewish children</p> <p>Personal Reflection: Reflect on own personal special days</p>	<p>Shabbat Sabbath Blessing Challah bread Kiddush cup Synagogue Torah Ark yad</p>	Food technology



Philosophy, Religion and Ethics Progression Mapping

Summer 2 Philosophy, Ethics and Judaism	How important is forgiveness?	Rosh Hashanah is the Jewish New Year Festival Rosh Hashanah is a time for Jews to reflect on their year Jews celebrate Rosh Hashanah in a special service in the synagogue Jews enjoy a special meal to celebrate. Yom Kippur takes place 10 days before Rosh Hashanah Yom Kippur is a time to reflect, ask for forgiveness and forgive others	Philosophy and Ethics: Exploring the importance of forgiveness Evaluation/Critical Thinking: Evaluate importance of forgiveness Personal Reflection: Discuss how it feels to say sorry and what makes a good apology	Rosh Hashanah Yom Kippur Forgiveness Challah bread Shofar Apologise Synagogue Atonement	History – children will know that Judaism began c.2000 BCE. They will compare this on a timeline to the birth of Christ and the present day.
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Philosophy, Religion and Ethics Progression Mapping

Year 2

Project	Focus	Substantive knowledge	Disciplinary focus	Vocabulary Tier 2 and 3	Interdisciplinary connections
Autumn 1 Kindness (Christianity)	Is it possible to be kind to everyone all of the time?	Know the parable the Good Samaritan Know the Biblical story of the Paralysed Man Know the various ways Jesus showed kindness in his lifetime	Personal reflection: Children reflect on how they can show kindness in their lives Evaluation: Evaluating whether it is possible to be kind all of the time	Kindness Parable Adversity Moral Jew Samaritan Paralysed	Children understanding relationship between Jews and Samaritans in biblical times.
Autumn 2 Jesus as a Gift (Christianity)	What do Christians believe about why God gave Jesus to the world?	Know that 'advent' means 'coming' and is the time when Christians prepare for the coming of Jesus Know the Nativity story	Evaluation: Children can say why Christians think God gave Jesus to the world Personal Reflection: Children to consider how they can show love to the world	Advent Nativity Saviour Commercial Bethlehem Son of God	English – inferring and deducing Geography – locating Bethlehem on map

Philosophy, Religion and Ethics Progression Mapping

		Christian belief that Jesus is a gift to the world from God			
Spring 1 Prayer (Islam)	How does praying at regular intervals help a Muslim in their everyday life?	Salat is the Muslim pattern of praying 5x a day 'Wudu' is the washing Muslims do before prayer Muslims use prayer mats to pray	Evaluation: Children can say why praying 5x a day is important for Muslims Personal Reflection: Children to set their own purposeful goals	Salat Wudu Muslim Islam Mosque Mihrab Mecca Symbolism Intervals	Geography – locate Mecca on map
Spring 2 Easter (Christianity)	How important is it to Christians that Jesus came back to life after his crucifixion?	On Good Friday, Jesus was laid in a tomb. Christians believe that 3 days later, Jesus rose from the dead and this is the origin of Easter The bible has multiple accounts of Jesus' appearances after his resurrection Christians believe that Jesus was given to rescue people,	Philosophy and Ethics: Exploring link between death and the seasons Evaluation: Children assess the importance of the resurrection for Christians Personal Reflection: Children reflect on what they think happens when people die	Easter Good Friday Salvation Sins Tomb Resurrection Heaven Mary Magdalene Doubt Forgiveness	English – writing – diaries

Philosophy, Religion and Ethics Progression Mapping

		forgive them and offer them life after death			
Summer 1 Mosques (Islam)	To what extent do mosques give Muslims a sense of belonging?	<p>The mosque is the heart of the Islamic community</p> <p>The Qur'an and other Islamic texts speak highly about the value of mosques</p> <p>Muslims can pray anywhere</p>	<p>Philosophy and ethics: Exploring the theme of 'belonging' - What does belonging mean? How do you know you belong?</p> <p>Evaluation: Children to evaluate how important a mosque is for a Muslim's sense of belonging</p> <p>Personal reflection: Children to consider how they can help others feel belonging</p>	<p>Muhammed</p> <p>Mosque - 'masjid'</p> <p>Qibla</p> <p>Mihrab</p> <p>Paradise</p> <p>Community - "ummah"</p> <p>Arabic</p> <p>Belonging</p> <p>Inclusion</p> <p>Hadith</p>	PSHE - belonging
Summer 2 Philosophy, Ethics and Islam	How important is honesty?	<p>Key events in Prophet Muhammad's early life.</p> <p>Muhammad's first revelation from God on The Night of Power</p> <p>How Muhammad united people around Mecca</p> <p>One of the names of the Prophet Muhammad is 'The Truthful One' (As-Sadiq)</p>	<p>Philosophy and Ethics: Children will consider the importance of honesty and explore the ethics of lying</p> <p>Evaluating: Children will evaluate the importance of honesty</p> <p>Personal reflection: Children will consider the value of honesty in their own lives</p>	<p>Honesty, truthfulness</p> <p>lies,</p> <p>Prophet Muhammad, Mecca</p> <p>Medina</p> <p>Saudi Arabia</p> <p>Morals</p> <p>Morality</p> <p>Orphan</p> <p>As-Sadiq - 'The Truthful One'</p> <p>Messenger</p> <p>Merchant</p>	<p>History – children will place key events in Muhammad's life on timeline (birth 570 CE, Night of Power 610 CE, death 632 CE). They will also place founding of Judaism and Christianity on timeline for comparison.</p> <p>Geography – locate and compare Mecca and Medina on map</p>



Philosophy, Religion and Ethics Progression Mapping

		Honesty is a key value in Islam			
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Year 3

Project	Focus	Substantive knowledge	Disciplinary focus	Vocabulary Tier 2 and 3	Interdisciplinary connections
Autumn 1 Commitment (Hinduism)	How do Hindus show commitment to God?	Hindus believe in a universal God called Brahman who takes on many different forms Puja is a form of Hindu worship Hindus worship in temples The River Ganges is an important place of pilgrimage for Hindus	Evaluation: Evaluating the various ways in which Hindus show commitment to God Personal reflection: Children to reflect on the value of mindfulness	Commitment Puja Brahman Gods Goddesses Worship Pilgrimage Vegetarianism Artefacts River Ganges	Geography – location of River Ganges



Philosophy, Religion and Ethics Progression Mapping

Autumn 2 Christmas (Christianity)	Has Christmas lost its true meaning?	Christians believe in the Incarnation – God becoming man Christians believe that Jesus is God’s son and came to earth to help people Many of the symbols we see at Christmas originate with Christianity, but others don’t	Evaluation: Evaluating what Christmas means for Christians Personal reflection: Children to explore what Christmas means to them	Incarnation Symbol Symbolism Wreath Secular Secularism Advent	
Spring 1 Healing (Christianity)	Could Jesus heal people?	Christian belief that Jesus is God in human form and so could heal people A miracle is something that happens outside the usual rules of nature The Bible has many stories about Jesus healing people	Evaluation: Evaluate the Christian belief in healing Considering things that people in the world would consider a miracle	Miracle Possible Incarnation Blindness Paralysed Expectations Laws of nature	
Spring 2 Good Friday (Christianity)	What is ‘good’ about Good Friday?	During the Last Supper, the bread represented Jesus body and the wine represented Jesus’ blood	Philosophy and Ethics: Considering the value in problem solving	Palm Sunday Last Supper Communion Maundy Thursday Good Friday	

Philosophy, Religion and Ethics Progression Mapping

		For Christians, Jesus' death was part of God's plan to show people they can be forgiven and have a fresh start	Evaluation: Evaluating the Christians belief about Jesus' death Personal reflection: Reflecting on how to show gratitude	Crucifixion Sacrifice Sins Easter Resurrection	
Summer 1 Brahman (Hinduism)	How can Brahman be everywhere and in everything?	Hindus believe that there is a part of Brahman in everyone – this is called Atman Atman means 'eternal self' The tri-murti are the three main Hindu deities Most Hindus have a personal god or goddess whom they pray to regularly – these gods are Brahman in different forms The Aum is the main symbol in Hinduism	Philosophy and Ethics: Children consider the Hindu spiritual beliefs of Brahman Evaluation: Children evaluate the Hindu belief that Brahman can be everywhere and in everything Personal reflection: Children consider what makes them unique	Brahman Atman Tri-murti (Krishna, Shiva and Vishnu) Aum Essence Soul Spirit Eternal self Deities Lakshmi	
Summer 2 Philosophy, Ethics and Hinduism	What is the connection between choices and consequences?	Hindus believe in Karma, both positive and negative which builds up over a lifetime	Philosophy and Ethics: Exploring positive and negative consequences	Karma Samsara (Reincarnation) Atman (soul) Moksha	History – children will know that most scholars believe the founding of Hinduism was 2300 – 1500 BCE and place this on a timeline. They will also place the founding of Judaism,

Philosophy, Religion and Ethics Progression Mapping

		<p>Hindus believe that the soul is eternal and can be born in human, plant or animal form</p> <p>Hindus believe in reincarnation</p> <p>Goal of a Hindu is to become one with Brahman – this freedom is called Moksha</p>	<p>Evaluating: Evaluating how choices impact on consequences</p> <p>Personal reflection: Children reflect on their own views about life after death</p>	<p>Consequences</p> <p>Consequentialism</p> <p>Dilemma</p> <p>Morals</p>	<p>Christianity and Islam on a timeline for comparison.</p> <p>Geography – children will know that Hinduism began in the Indian sub-continent</p>
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Year 4

Project	Focus: Enquiry Question	Substantive knowledge	Disciplinary focus	Vocabulary Tier 2 and 3	Interdisciplinary connections
Autumn 1 Happiness (Buddhism)	Is it possible for everyone to be happy?	<p>Buddha means 'Enlightened One'</p> <p>Prince Siddhattha Gautama came to be known as the Buddha</p> <p>The Buddha spent his life searching for happiness and finally achieved enlightenment through meditation</p> <p>The Buddha believed in having the right perspective</p>	<p>Philosophy and ethics: Discussing the theme of happiness. What brings happiness? Can money bring happiness?</p> <p>Evaluating: Begin to show an understanding of what happiness means to a Buddhist</p> <p>Personal reflection: Children to be able to say whether</p>	<p>Wealth</p> <p>Prince Siddhattha</p> <p>Buddha</p> <p>Enlightenment</p> <p>Buddhists</p> <p>Bodhi tree</p> <p>Perspective</p> <p>Holy</p>	<p>History – timeline of Buddhism (locate 460 BCE on timeline)</p> <p>Death of the Buddha in 380BCE</p> <p>Geography – locate Nepal and India</p>

Philosophy, Religion and Ethics Progression Mapping

			they think it is possible for all people to be happy		
Autumn 2 Gospels (Christianity)	Why are there 4 Gospels and how are they relevant to Christians today?	Knowing that the Bible is a collection of books Understanding that the Bible has 4 Gospels in the New Testament Knowing some of the stories in the Bible can be found in multiple gospels and the reason for this (e.g. Story of Jesus calming the storm and of Jesus feeding the 5000)	Philosophy and Ethics: What is truth? How can we trust sources? Evaluating: Children discuss the importance of having stories repeated in several Gospels and the value of having different viewpoints Personal reflection: Children to consider a lesson they have learnt from Jesus' life	Interpretation Recount Bible New Testament Gospels (Matthew, Mark, Luke & John) Eye-witness	Historical link to sources and interpretation
Spring 1 Buddha's teachings (Buddhism)	How could the Buddha's teachings make the world a better place?	Understanding the Buddha's teaching that everything changes Understand the Buddha's belief that suffering is caused by greed and selfishness	Philosophy and Ethics: Exploring the nature and importance of change Evaluating: Children to give examples of how Buddhist's could put the Buddha's teaching into practice Personal reflection: Children to reflect on how they can make the world a better place	Suffering Selfishness Greed Noble Eight-Fold Path Right speech Right action Buddha	History – review of the Buddha's life Nepal/ China/Japan (CE 500-800)



Philosophy, Religion and Ethics Progression Mapping

Spring 2 Forgiveness (Christianity)	Is forgiveness always possible for Christians?	Understanding of forgiveness from a Biblical perspective The Last Supper and its significance Understanding biblical belief that Jesus died for people's sins and that his death was a sacrifice to offer people forgiveness	Philosophy and Ethics: Exploring the theme of forgiveness Evaluation: Children to show understanding of Christian belief in forgiveness Personal Reflection: Be able to say why forgiveness is important	Forgiveness The Last Supper Sacrifice Salvation Crucifixion Salvation	Understanding of Jesus as a historical figure
Summer 1 Churches (Christianity)	How important are churches for Christians?	Baptism and its significance for Christians Holy Communion and its origins How different Christians worship Understanding that 'church' is less about the physical building and more about the people – the community of believers.	Philosophy: What makes a place 'special?' Evaluation: Assess the importance of churches for Christians Personal reflection: Children to reflect on their own special places	Baptism John the Baptist Holy Communion The Lord's Supper Eucharist Worship Quaker Contemplation	Geography – locating special places/monuments around the world
Summer 2 Philosophy, Ethics and Buddhism	What does it mean to lead a good life?	Noble Eight-fold path is what the Buddha said would help people to lead good lives Children will explore what each part of the 8-fold path means.	Philosophy and Ethics: Children will explore the terms 'good' and 'bad' and consider what makes something good or bad. Evaluation: Evaluate what it means to lead a good life	Noble Eight-fold path Consequences Choices Right Viewpoint Right Awareness Right Speech Right Concentration	History - Children will know that Buddhism began in the 5 th century BCE. They will place the founding of Judaism, Christianity, Islam and Hinduism on a timeline for comparison.

Philosophy, Religion and Ethics Progression Mapping

			Personal reflection: Children will reflect on how they wish to lead a good life	Right Action Right Thought Right Effort Right Living	
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Year 5

Project	Focus: Enquiry Question	Substantive knowledge	Disciplinary focus	Vocabulary Tier 2 and 3	Interdisciplinary connections
Autumn 1 Belonging (Sikhism)	How important is the Khalsa for Sikhs?	<p>The Khalsa is the Sikh community</p> <p>The Amrit Ceremony is the initiation of Sikh believers into the Khalsa</p> <p>The 5Ks remind Sikhs of their commitment to God</p>	<p>Philosophy and Ethics: How do you know you belong?</p> <p>Evaluation: Children to assess the importance of joining the Khalsa for Sikhs</p> <p>Personal reflection: Children to show what belonging means to them</p>	Khalsa Amrit Ceremony 5 Ks Kesh Kara Kanga Kaccha Kirpan	<p>History - started in 1500BCE</p> <p>Geography – origins in India</p>
Autumn 2 The Trinity (Christianity)	What do Christians believe about the Trinity?	<p>Christian belief in Trinity – one God is 3 consubstantial persons – Father, Son and Holy Spirit</p> <p>The Trinity is explained in various parts of the Bible</p>	<p>Philosophy: Idea of something being consubstantial</p> <p>Evaluation: Evaluating the significance of the Trinity for Christians</p>	Trinity Father Son Holy Spirit Consubstantial Substance Essence Incarnation Nicene Creed	<p>Church history (creeds)</p> <p>Art – depiction of the Trinity in the painting of the Trinity by Andrei Rubley</p>

Philosophy, Religion and Ethics Progression Mapping

		<p>A creed is a statement of faith</p> <p>Various creeds explain the concept of the Trinity</p>	<p>Personal Reflection: Children to recognise different parts of their own personality</p>	<p>Apostles Creed Athanasian Creed</p>	
<p>Spring 1 Commitment (Sikhism)</p>	<p>How do Sikhs show commitment to God?</p>	<p>The Gurdwara is a place where Sikhs worship</p> <p>The Guru Granth Sahib is the Sikh holy book and is treated with the utmost respect</p>	<p>Philosophy and ethics: Building on the theme of commitment - linking with our Golden Agreements</p> <p>Evaluation: Children to evaluate the different ways in which Sikhs show commitment to God</p> <p>Personal reflection: Children to discuss when showing commitment might be more difficult</p>	<p>Gurdwara Guru Granth Sahib The final Guru 5Ks</p>	
<p>Spring 2 Easter (Christianity)</p>	<p>How significant is it for Christians to believe that Jesus' death had a purpose?</p>	<p>Know the significance of Holy Week in the Christian calendar</p> <p>Understanding the significance of Jesus' death for Christians</p>	<p>Philosophy and ethics: Do we ever have control?</p> <p>Evaluation: Evaluate Christian belief that Jesus' death was for a purpose</p>	<p>Holy Week Purpose Destiny Incarnation Palm Sunday The Last Supper Betrayal Judas Iscariot Peter Denial</p>	



Philosophy, Religion and Ethics Progression Mapping

<p>Summer 1 Commitment (Christianity)</p>	<p>How do Christians show commitment to God?</p>	<p>The Ten Commandments are useful guidance for Christians</p> <p>Christians believe that the Holy Spirit lives in Christians and that the 'Fruits of the Spirit' are the evidence of the Holy Spirit in Christians</p> <p>Going to church is one way some Christians show commitment to God</p> <p>Prayer is an important way Christians connect with God</p> <p>Holy Communion is a way Christians remember Jesus' death</p> <p>Baptism is an outward expression of an inward commitment to God</p> <p>Christians seek to love others</p>	<p>Philosophy and Ethics: Is it ever OK to lie?</p> <p>Evaluation: Children evaluate the various ways Christians show commitment to God</p> <p>Personal reflection: Children consider commitment in their own lives</p>	<p>Holy Spirit Fruits of the Spirit Love Joy Peace Patience Kindness Goodness Faithfulness Gentleness Self-control Ten Commandments Exodus Galatians Communion Baptism Old Testament New Testament</p>	
<p>Summer 2 Philosophy, Ethics and Sikhism</p>	<p>How important is sharing?</p>	<p>Guru Granth Sahib tells Sikhs to share with the needy</p>	<p>Philosophy and ethics: Children will consider the importance of sharing, both in practical ways but also</p>	<p>Vaisakhi Festival Guru Granth Sahib Langar meal</p>	<p>History – Children will know that Sikhism began c.1500 CE. They will place the founding of Judaism, Christianity, Islam,</p>

Philosophy, Religion and Ethics Progression Mapping

		<p>Langar Meal is a meal where food is shared after Gudwara service</p> <p>During Bandi Chhor Divas, Sikhs celebrate how Guru Hargobind shared his freedom with prisoners</p>	<p>deeper ways e.g. sharing freedom, hope etc.</p> <p>Evaluating: Children will evaluate the importance of sharing</p> <p>Personal reflection: Reflecting on different ways to share</p>	<p>Bandi Chhor Divas Khalsa Gurdwara Guru Hargobind Golden Temple</p>	<p>Hinduism and Buddhism on a timeline for comparison.</p> <p>Geography – they will know Sikhism began in the Punjab region in the Indian subcontinent and will be able to locate this on a map</p>
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Year 6

Project	Focus: Enquiry Question	Substantive knowledge	Disciplinary focus	Vocabulary Tier 2 and 3	Interdisciplinary connections
Autumn 1 Commitment to God (Islam)	How do Muslims show commitment to God?	<p>There are five 'pillars' of Islam</p> <p>Shahadah is the Muslim declaration of faith that there is only one God and Muhammed is his messenger</p> <p>Salat is prayer</p> <p>Zakat is giving to charity</p> <p>Sawm is fasting during Ramadan</p>	<p>Philosophy and ethics: Exploring the importance of commitment</p> <p>Evaluating: Children evaluate the ways in which Muslims show commitment to God and consider which shows most commitment</p> <p>Personal reflection: Children to consider how they show commitment</p>	<p>The Five Pillars of Islam Shahadah Salat Zakat Sawm Hajj Monotheism Ramadan</p>	<p>Geography – location of Mecca</p>

Philosophy, Religion and Ethics Progression Mapping

		Hajj is the pilgrimage to Mecca			
Autumn 2 Eternal life (Christianity)	Is anything ever eternal?	<p>Christians believe in life after death</p> <p>Salvation is the Christian belief that Jesus died to make a way for people to have a relationship with God</p> <p>God's love as depicted in the Bible is unconditional and eternal</p>	<p>Philosophy: Exploring the theme of eternity</p> <p>Evaluating: Evaluate the significance of eternal life for Christians</p> <p>Personal reflection: Children to express whether they think anything is eternal and what impact this might have on them</p>	<p>Eternity</p> <p>Eternal</p> <p>Salvation</p> <p>Marriage</p> <p>Agape love</p> <p>Resurrection</p> <p>Heaven</p> <p>Hell</p> <p>Unconditional</p>	
Spring 1 Influence of Christianity	How influential is Christianity 2000 years after Jesus was on earth?	<p>Many festivals we celebrate today originate with Christianity</p> <p>Christian symbols are still widespread in our society</p> <p>There are many Christian charities around the world which seek to work out Christian values</p>	<p>Philosophy: Exploring the theme of 'influence'</p> <p>Evaluating: Evaluate the extent of Christianity's influence today</p> <p>Personal reflection: Children to reflect on how they can be a positive influence in the world</p>	<p>Influence</p> <p>Influential</p> <p>Festivals</p> <p>Communion</p> <p>Ichthys</p> <p>Symbolism</p> <p>Lent</p> <p>Humanism</p> <p>Wreaths</p> <p>Sacred</p> <p>Persecution</p> <p>Charity</p>	<p>PSHE</p> <p>Geography – work of charities across the world</p>

Philosophy, Religion and Ethics Progression Mapping

<p>Spring 2 God's Promises (Judaism)</p>	<p>How important is a promise?</p>	<p>Abraham is the founder of Judaism and lived around 18th century BCE.</p> <p>Know the various promises God made to Abraham in Genesis</p> <p>Understand the significance of Passover for Jews</p> <p>Know the various ways Jews celebrate Passover today</p> <p>Children know the significance of the elements on the Seder Plate at Passover</p>	<p>Philosophy and ethics: How important is a promise? Is there ever a time that a promise can be broken?</p> <p>Evaluating: The significance of God's promises to Jews</p> <p>Personal reflection: Children will consider their own perspectives on the value of promises</p>	<p>Covenant Promise Covenant Abraham, Pentateuch Torah Genesis Descendants Passover (pesach) Seder Meal (Beitzah, Maror, Charoset, Karpas, Chazeret, Zeroah, and Matzo) Exodus</p>	<p>Chn will know that biblical Mesopotamia is modern day Iraq and Biblical Canaan is now located in the area of modern day Israel/Palestine</p>
<p>Summer 1 The Bible (Christianity)</p>	<p>How important is the Bible for Christians?</p>	<p>For Christians, the Bible provides a guide for life and provides a clear picture of right and wrong</p> <p>The Bible is the most translated book in the world</p> <p>The Bible Society are a Christian charity devoted to translating, publishing and</p>	<p>Philosophy and Ethics: Can we ever know whether something is 'right' or 'wrong'?</p> <p>Evaluating: Evaluate the importance of the Bible for Christians</p> <p>Personal reflection: Children to reflect on the principles they live by</p>	<p>Morals Morality Amoral Immoral Old Testament New Testament Hebrew Aramaic Greek Proverbs Prophecy</p>	<p>History – locating the Bible in its historical context</p>

Philosophy, Religion and Ethics Progression Mapping

		<p>distributing the Bible across the world</p> <p>The Bible is a collection of books that are split into the Old Testament and the New Testament</p> <p>The main genres of writing in the Bible are poetry, proverbs, laws, letters, stories and prophecies.</p>			
<p>Summer 2</p> <p>Epistemology and Islam</p>	<p>Can we be certain of anything?</p>	<p>Bertrand Russell's Law of Excluded Middle</p> <p>Descartes' 'I think, therefore I am' argument</p> <p>Some Muslim philosophers have been inspired by Aristotle</p> <p>Muslims believe in revealed knowledge and acquired knowledge</p> <p>Muslims' 4 basic principles of knowledge are:</p> <ul style="list-style-type: none"> - The unity of Allah - The unity of creation - The unity of man 	<p>Philosophy and Ethics: Children explore different philosophers' views on epistemology in relation to the question 'Can we be certain of anything?'</p> <p>Evaluating: Comparing and contrasting philosophers views on knowledge with Islamic perspective</p> <p>Personal reflection: Children consider their own response to the enquiry question</p>	<p>Epistemology</p> <p>Theory of knowledge</p> <p>Truth</p> <p>Falsity</p> <p>Cartesian doubt</p> <p>Revelation Reason</p> <p>Allegory</p> <p>Law of the Excluded Middle</p> <p>Aristotle</p> <p>Descartes</p> <p>Bertrand Russell</p> <p>Zhuang-Zhou Philosopher</p> <p>Qur'an</p> <p>Sunnah</p>	<p>History – children will learn and compare the theories of different philosophers throughout history and know when in history these philosophers were born.</p> <p>They will locate where and when the founding of Islam takes place and compare this to the other world religions covered throughout the school (Judaism, Christianity, Hinduism, Buddhism and Sikhism).</p>



Philosophy, Religion and Ethics Progression Mapping

		<ul style="list-style-type: none">- The unity of reason and revelation <p>Plato's Allegory of the Cave</p>			
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