

## Curriculum Progression Map

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
F3. How might people in Gloucestershire show they belong together?	1.1 What do Christians believe God is like? (UC)	1.8 What is it like to be part of the Muslim community in the UK (and beyond)?	L2.2 What might Christians learn from the Old Testament about how to live?	L2.6 How do Jews in England celebrate festivals, and how does this show what matters to them?	U2.1 What influence does believing in the Trinity have on Christian worldviews? (UC)	U2.2 Creation and Science: conflicting or complementary? (UC)
F2. Why is Christmas special to Christians? (UC)	1.2 Why does Christmas matter to Christians and how do people celebrate it? (UC)	1.6 What is it like to be brought up in a Jewish home in the UK today?	L2.7 Why is Muhammad important to Muslims today?	L2.8 What do Muslims believe about God and how do they respond?	U2.7 How does Hajj show what matters to Muslims in Britain?	U2.3 How and why do Christians follow the example of Jesus? (UC)
F1. Why is God so important to Christians? (UC)	1.7 What is it like to be brought up in a Muslim home in the UK today?	1.4 What is it like to be brought up in a Christian home in the UK today?	L2.9 What is it like to be a Humanist in the UK today?	L2.1 What do Christians learn from the Creation narrative? (UC)	U2.6 How does the Torah influence Jewish people today?	U2.5 Why might Hindus want to be good?
F4. What special times do people celebrate and why might these times be very important?	1.5 What is it like to be brought up in a Hindu home in the UK today?	1.3 Why does Easter matter to Christians, and how do people celebrate it?	L2.4 Do all Christians believe and behave in the same way? (Exploring diversity)	L2.5 What beliefs do Hindus hold about the Supreme Being?	U2.4 Why might the belief that Jesus 'saved' people be so important for many Christians? (UC)	U2.8 How do Muslims decide what is right and wrong?
F6. What stories are important in our school community/ local area and why?	1.9 How do stories and art express worldviews? (Christian, Muslim, Hindu, NR/Humanist)	1.10 How can someone's worldview be seen in the choices they make?	L2.10 How and why do people (in three traditions) use ceremonies to show their commitments?	L2.3 For Christians, what kind of world did Jesus want? (UC)	U2.9 How do non-religious people understand and respond to the world and life? (Exploring diverse responses, including Humanist)	U2.11 How might someone's worldview affect how they view and treat the natural world?
F5. Which places are special for people living in Gloucestershire and why?			L2.11 What is the 'golden rule', and how might it be put into practice by people from different religious and non-religious worldviews?	L2.12 What brings people meaning and purpose in life?  Case studies from three worldviews (plus pupils' own)	U2.10 How do organised and individual worldviews help people when times get hard?	