



Leigh and Bransford Primary School



Progression Document

Religious Education

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term 1	<p><u>RE CURRICULUM:</u></p> <p>F1 – Why is the word “God” so important to Christians?</p> <p><u>PROGRESSION</u></p> <p><u>Make sense of beliefs</u></p> <ul style="list-style-type: none"> Retell stories, talking about what they say about the world, God, human beings <p><u>Understand the impact</u></p> <ul style="list-style-type: none"> Say how and when Christians like to thank their Creator. <p><u>Make connections</u></p> <ul style="list-style-type: none"> Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feeling about their world. 	<p><u>RE CURRICULUM</u></p> <p>1.1 Christianity - What do Christians believe God is like?</p> <p><u>PROGRESSION:</u></p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> Identify what a parable is. Tell the story of the lost son from the Bible, recognise a link with the Christian idea of God as a forgiving father. Give clear, simple accounts of what the story means to Christians. <p>Understand the impact:</p> <ul style="list-style-type: none"> Give at least two examples of a 	<p><u>RE CURRICULUM LINKS</u></p> <p>1.2 Christianity – Who do Christians say made the world (creations)?</p> <p><u>PROGRESSION:</u></p> <p>Make sense of beliefs</p> <ul style="list-style-type: none"> Read the story of Creation from Genesis 1:1 - 2:3 Recognise that “Creation” is the beginning of the “big story” of the Bible. Say what the story tells Christians about god, Creation and the world. <p>Understand the impact</p> <ul style="list-style-type: none"> Give at least one example of what Christians do to say “thank you” to God for Creation <p>Make connections</p>	<p><u>RE CURRICULUM:</u></p> <p>L2.2 Christianity - What is it like for someone to follow God (People of God)?</p> <p><u>PROGRESSION</u></p> <p>Make sense of beliefs</p> <ul style="list-style-type: none"> Make clear links between story of Noah and the idea of covenant. <p>Understand the impact</p> <ul style="list-style-type: none"> Make simple links between promises in the story of Noah and promises Christians make at a wedding ceremony <p>Make connections</p> <ul style="list-style-type: none"> Make links about the story of Noah and how we live in school and the wider world. 	<p><u>RE CURRICULUM:</u></p> <p>L2. 1 Christianity - what do Christians learn from the creation story (Creation)?</p> <p><u>PROGRESSION</u></p> <p>Make sense of beliefs</p> <ul style="list-style-type: none"> Place the concepts of God and Creation on a timeline of the Bibles “big story” Make clear links between genesis one and what Christians believe about God and Creation Recognise that the story of “The Fall” in genesis three gives an explanation of why things go wrong in the world. <p>Understand the impact</p> <ul style="list-style-type: none"> Describe what Christians do 	<p><u>RE CURRICULUM:</u></p> <p>U2.2 Christianity - Creation and science – conflicting or complementary (Creation)?</p> <p><u>PROGRESSION</u></p> <p>Make sense of beliefs</p> <ul style="list-style-type: none"> Identify what type of text some Christians say genesis 1 is, and its purpose. Taking account of the context suggest what genesis one might mean and compare their ideas with ways in which Christians interprets it, showing awareness of different interpretations. <p>Understand the impact</p> <ul style="list-style-type: none"> Make clear connections between genesis one and Christian beliefs about God as Creator. Show understanding of why many Christians find science and faith go together. <p>Make connections</p>	<p><u>RE CURRICULUM:</u></p> <p>U 2. 1 Christianity – What does it mean for Christians to believe that God is Holy and Loving (<i>God</i>)</p> <p><u>PROGRESSION</u></p> <p>Make sense of beliefs</p> <ul style="list-style-type: none"> Identify some different types of Biblical text, using technical terms accurately. Explain connections between Biblical texts and Christian ideas of God, using theological terms. <p>Understand the impact</p>

	<ul style="list-style-type: none"> Think about the wonders of the natural world, expressing ideas and feelings. Talk about what people do to mess up the world and what they do to look after it. 	<p>way in which Christians show their belief in God as loving and forgiving. E.g. – saying sorry, forgiving others.</p> <ul style="list-style-type: none"> Give an example of how Christians put their beliefs into practise in worship, e.g. by saying sorry to God. <p>Make connections:</p> <ul style="list-style-type: none"> Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas. <p>Give a reason for the ideas they have and the connections they make.</p>	<ul style="list-style-type: none"> Think, talk and ask questions about living in an amazing world. Give a reason for the ideas they have and the connections they make about the Jewish/Christian Creation story and the world they live in. 		<p>because they believe God is creator (e.g. follow God, wonder at how amazing Gods creation is: care for the earth – some specific ways)</p> <ul style="list-style-type: none"> Describe how and why Christians might pray to God, say sorry and ask for forgiveness. <p>Make connections</p> <ul style="list-style-type: none"> Ask questions and suggest answers about what might be important in the Creation story for Christians and non-Christians living today. 	<ul style="list-style-type: none"> Identify key areas arising from their study of genesis one and comment how far these are helpful or inspiring, justifying their responses. Weigh up how far the genesis one creation narrative is in conflict, or is complementary with a scientific account giving good reasons for their views. 	<ul style="list-style-type: none"> Make clear connections between Bible texts studied and what Christians believe about God; e.g. through how cathedrals are designed. Show how Christians put their beliefs into practise in worship. <p>Make connections</p> <ul style="list-style-type: none"> Weigh up how Biblical ideas and teaching about God as Holy and loving might make a difference in the world today, developing insights of their own.
Term 2	<p>RE CURRICULUM:</p> <p>F2 - Why is Christmas special for Christians</p> <p>PROGRESSION</p> <p><u>Make sense of beliefs</u></p> <ul style="list-style-type: none"> Begin to recognise the word “Incarnation” as describing the belief that God 	<p>RE CURRICULUM</p> <p>1.3 Christianity - Why does Christmas matter to Christians (incarnation)?</p> <p>PROGRESSION:</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> Recognise that stories of Jesus 	<p>RE CURRICULUM LINKS</p> <p>1.6 Islam – Who is a Muslim and how do they live (part 2)?</p> <p>PROGRESSION:</p> <p>Make sense of beliefs</p> <ul style="list-style-type: none"> Identify some of the key Muslim beliefs about god, found in the Shahadah and the 99 names of Allah, and give a 	<p>RE CURRICULUM:</p> <p>L2.4 Christianity – What kind of world did Jesus want (Gospel)?</p> <p>PROGRESSION</p> <p>Make sense of beliefs</p> <ul style="list-style-type: none"> Identify texts that come from a Gospel which tells the story of the 	<p>RE CURRICULUM:</p> <p>L2.3 Christianity – what is the “Trinity” and why is it important for Christians (God for Incarnation)?</p> <p>PROGRESSION</p> <p>Make sense of beliefs</p> <ul style="list-style-type: none"> Recognise what a Gospel is and give an example 	<p>RE CURRICULUM:</p> <p>U2.4 Christianity – How do Christians decide how to live? “What would Jesus do?” (Gospel)</p> <p>PROGRESSION</p> <p>Make sense of beliefs</p> <ul style="list-style-type: none"> Identify features of Gospel texts (e.g. teachings, parable, and narrative.) Taking account of the context, suggest meanings of Gospel texts studied, and 	<p>RE CURRICULUM:</p> <p>U2.3 Christianity – Why do Christians believe that Jesus is the Messiah? (Incarnations)</p> <p>PROGRESSION</p> <p>Make sense of beliefs</p> <ul style="list-style-type: none"> Explain the place of Incarnation and Messiah

	<p>came to earth as Jesus</p> <ul style="list-style-type: none"> Retell religious stories <p><u>Understand the impact</u></p> <ul style="list-style-type: none"> Recall simply what happens at a Christians festival (Christmas) <p><u>Make connections</u></p> <ul style="list-style-type: none"> Talk about people who are special to them Say what makes their family and friends special to them Make connections with personal experiences 	<p>life comes from the Gospels.</p> <ul style="list-style-type: none"> Give a clear, simple account of Jesus birth and why Jesus is important for Christians. <p>Understand the Impact:</p> <ul style="list-style-type: none"> Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas. Make connections: Think, talk and ask questions about Christmas for people who are Christian and for people who are not. <p>Make Connections:</p> <p>Decide what they personally have to be thankful for, giving a reason for their ideas.</p>	<p>simple description of what some of them mean.</p> <ul style="list-style-type: none"> Give examples about the Prophet show what Muslims believe about Muhammad <p>Understand the impact</p> <ul style="list-style-type: none"> Give examples of how Muslims use stories about the prophet to guide their beliefs and actions (e.g. careful Creation, fast in Ramadhan.) Give examples of how Muslims put their beliefs about prayer into action. <p>Make connections</p> <ul style="list-style-type: none"> Talk about what they think is good for Muslims about Prayer, respect, celebration and self-control, giving a good reason for their ideas. Give a good reason for their ideas about prayer, respect, celebration and self-control; have something to say about them too. 	<p>life and teaching of Jesus.</p> <ul style="list-style-type: none"> Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be “fishers of people” Suggest ideas and then find out about what Jesus’ action towards outcast mean for a Christian. <p>Understand the impact</p> <ul style="list-style-type: none"> Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus’ teachings in different ways. <p>Make connections</p> <ul style="list-style-type: none"> Make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for their ideas. 	<p>of the kind of stories it contains.</p> <ul style="list-style-type: none"> Offer suggestions about what texts about Baptism and Trinity mean. Give examples for what these texts mean to some Christians today. <p>Understand the impact</p> <ul style="list-style-type: none"> Describe how Christians show their belief about God, the Trinity and worship in different ways. (In baptism and prayer: for example) and in the way they live. <p>Make connections</p> <ul style="list-style-type: none"> Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe God is like. 	<p>compare their own ideas with ways in which Christians interpret Biblical texts.</p> <p>Understand the impact</p> <ul style="list-style-type: none"> Make clear connections between Gospel texts, Jesus’ “good news”, and how Christians live in the Christian community and in their individual lives. <p>Make connections</p> <ul style="list-style-type: none"> Make connections between Christians teachings (e.g. about peace, forgiveness, healing) and the issues, problems and opportunities in the world today, including their own lives. Articulate their own responses to the issues studied, recognising different points of view. 	<p>within the “big story” of the Bible</p> <ul style="list-style-type: none"> Identify Gospel and prophecy texts, using technical terms. Explain connections between Biblical text, incarnation and Messiah using theological terms. <p>Understand the impact</p> <ul style="list-style-type: none"> Show how Christians put their belief about Jesus’ Incarnation into practise in different ways in celebrating Christmas. Comment on how the idea that Jesus is the Messiah in the wider story of the Bible. <p>Make connections</p> <ul style="list-style-type: none"> Weigh up how far the idea of Jesus as the “Messiah” – a Saviour from God- is important in the world today and, if it is true,
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Term 3	<p>RE CURRICULUM:</p> <p>F4 - Being special – where do we belong?</p> <p>PROGRESSION</p> <p><u>Make sense of beliefs</u></p> <ul style="list-style-type: none"> Retell religious stories <p><u>Understand the impact</u></p> <ul style="list-style-type: none"> Recall simply what happens at a traditional Christian infant baptism and dedication. Recall simply what happens when a baby is welcomed into a religion other than Christianity. <p><u>Make connections</u></p> <ul style="list-style-type: none"> Make connections with personal experiences Share and record occasions when things have happened in their lives that made them feel special. 	<p>RE CURRICULUM</p> <p>1.4 – Christianity - what is the good news Christians believe Jesus brings (Gospel).</p> <p>PROGRESSION:</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> Tell stories from the Bible and recognise a link with the concept of “Gospel” or “good news” Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians. Recognise that Jesus gives instructions to people about how to behave. <p>Understand the impact:</p> <ul style="list-style-type: none"> Give at least two examples of ways 	<p>RE CURRICULUM LINKS</p> <p>1.7 Judaism – who is Jewish and how do they live (part 2)?</p> <p>PROGRESSION:</p> <p>Make sense of beliefs</p> <ul style="list-style-type: none"> Retell simply some stories told in Jewish celebrations e.g. Chanukah Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like <p>Understand the impact</p> <ul style="list-style-type: none"> Make links between Jewish ideas of god, found in stories and how people live Give an example of how some Jewish people might remember god in different ways. (e.g. – Mezuzah, on Shabbat) 	<p>RE CURRICULUM:</p> <p>L2.6 Christianity – For Christians what was the impact of Pentecost (Kingdom of God)?</p> <p>PROGRESSION</p> <p>Make sense of beliefs</p> <ul style="list-style-type: none"> Make clear links between the story of Pentecost and Christians belief about the Kingdom of God on Earth Offer informed suggestions about what the events of Pentecost in Acts 2 might mean. Give examples of what Pentecost means to some Christians now. <p>Understand the impact</p> <ul style="list-style-type: none"> Make simple links between the descriptions in Acts 2 the Holy Spirit, the 	<p>RE CURRICULUM:</p> <p>L2.8 – Hinduism – what does it mean to be a Hindu in Britain today (Dharma)?</p> <p>PROGRESSION</p> <p>Understand the impact</p> <ul style="list-style-type: none"> Describe how Hindus show their faith within their families in Britain today. (e.g. home, <i>puja</i>) Describe how Hindus show their faith within their communities within Britain today (e.g. <i>arti</i> and <i>bhajans</i> at the festivals such as Diwali) Identify some different ways in which Hindus show their Faith (e.g. between different communities in 	<p>RE CURRICULUM:</p> <p>U2.6 Christianity – For Christians, what kind of King is Jesus? (Kingdom of God)</p> <p>PROGRESSION</p> <p>Make sense of beliefs</p> <ul style="list-style-type: none"> Explain connections between Biblical texts and the concept of the Kingdom of God. Consider different possible meanings for the Biblical texts studied, showing awareness of different interpretations. <p>Understand the impact</p> <ul style="list-style-type: none"> Make clear connections between the belief in the Kingdom of God and how Christians put their beliefs into practise. Show how Christians put their beliefs into practise in different ways. <p>Make connections</p> <ul style="list-style-type: none"> Relate the Christians “Kingdom of God” model (i.e. loving others, serving the needy) to issues, problems and 	<p>RE CURRICULUM:</p> <p>U2. 5 Christianity - What do Christians believe Jesus did to “save “people (Salvation)</p> <p>PROGRESSION</p> <p>Make sense of beliefs</p> <ul style="list-style-type: none"> Outline the “big story” of the Bible, explaining how Incarnation and Salvation fit within it. Explain what Christians mean when they say that Jesus death was a sacrifice. <p>Understand the impact</p> <ul style="list-style-type: none"> Make clear connections between the Christians belief of Jesus death as a sacrifice and how Christians celebrate Holy Communion/ Lords Supper

		<p>in which Christians follow the teaching studied about forgiveness and peace, bringing good news to the friendless</p> <ul style="list-style-type: none"> Give at least two examples of how Christians put these beliefs into practise in the Church community and their own lives (e.g. charity, confession) <p>Make connections:</p> <p>Think, talk and ask questions about whether Jesus “good news” is only good news for Christians, or if there are things for anyone to learn about how to live, giving a good reason for their ideas.</p>	<p>Make connections</p> <ul style="list-style-type: none"> Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too. 	<p>Kingdom of God and how Christians live now.</p> <ul style="list-style-type: none"> Describe how Christians show their beliefs about the Holy Spirit in Worship <p>Make connections</p> <ul style="list-style-type: none"> Make links between ideas about the Kingdom of God in the Bible and what people believe about following God today, giving good reasons for their ideas. 	<p>Britain or between Britain and parts of India)</p> <p>Make sense of beliefs</p> <ul style="list-style-type: none"> Identify the terms dharma, Sanatan Dharma and Hinduism and say what they mean. Make links between Hindu practises and the idea that Hinduism as a whole way of life (Dharma) <p>Make connections</p> <ul style="list-style-type: none"> Raise questions and suggest answers about what is good about being a Hindu in Britain today, and where taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their ideas. 	<p>opportunities in the world today.</p> <ul style="list-style-type: none"> Articulate their own responses to the ideas of the importance of love and service in the world today. 	<ul style="list-style-type: none"> Show how Christians put their beliefs into practise in different ways. <p>Make connections</p> <ul style="list-style-type: none"> Weigh up the value and impact of ideas of sacrifice in their own lives and the world today. Articulate their own responses to their ideas of sacrifice, recognising different points of view.
Term 4	<p>RE CURRICULUM:</p> <p>F3 - Why is Easter special for Christians</p> <p>PROGRESSION</p>	<p>RE CURRICULUM</p> <p>1.6 Islam – who is a Muslim and how do they live (part one)?</p>	<p>RE CURRICULUM LINKS</p> <p>1.5 Christianity – Why does Easter matter to Christians (salvation)?</p>	<p>RE CURRICULUM:</p> <p>L2.7 Hinduism – what do Hindus believe god is like (Brahman/atman)?</p>	<p>RE CURRICULUM:</p> <p>L2. 5 Christianity why do Christians call the day Jesus died good Friday (Salvation)?</p>	<p>RE CURRICULUM:</p> <p>U2.7 Hinduism – Why do Hindus want to be good? (Karma/ Dharma/ Samsara/ Moksha)</p> <p>PROGRESSION</p> <p>Make sense of beliefs</p>	<p>RE CURRICULUM:</p> <p>U2. 10 Humanists and Christians – What matters most to both</p>

	<p><u>Make sense of beliefs</u></p> <ul style="list-style-type: none"> Recognise and retell stories connected with the celebration of Easter. Say why Easter is a special time for Christians <p><u>Understand the impact</u></p> <ul style="list-style-type: none"> Recognise some symbols Christians use during Holy Week e.g. Palms leaves, cross, eggs Talk about some ways Christian remember these stories at Easter <p><u>Make connections</u></p> <ul style="list-style-type: none"> Talk about ideas of new life in nature. Use the symbols to make connections with new life in nature 	<p>PROGRESSION:</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> Recognise the words of the Shahadah and that it is very important for Muslims. <p>Understand the impact:</p> <ul style="list-style-type: none"> Give examples of how Muslims use the Shahadah to show what matters to them <p>Make connections:</p> <p>Think, talk about and ask questions about Muslim beliefs and ways of living.</p>	<p>PROGRESSION:</p> <p>Make sense of beliefs</p> <ul style="list-style-type: none"> Recognise that Incarnation and Salvation are part of the “big story” of the Bible Tells stories of Holy Week and Easter from the Bible and recognise a link with the ideas of Salvation (Jesus rescuing people.) <p>Understand the impact</p> <ul style="list-style-type: none"> Give at least three examples of how Christians show their beliefs about Jesus death and resurrection in Church worship at Easter. <p>Make connections</p> <ul style="list-style-type: none"> Think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupil about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas. 	<p>PROGRESSION</p> <p>Make sense of beliefs</p> <ul style="list-style-type: none"> Identify some Hindu deities and say how they help Hindus describe God Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God. Offer informed suggestions about what Hindu murtis express about God. <p>Understand the impact</p> <ul style="list-style-type: none"> Make simple links between beliefs about god and how Hindus live (e.g. choosing a deity and worshipping at a home – celebrating Diwali) Identify some different ways in which Hindu’s worship. <p>Make connections</p> <ul style="list-style-type: none"> Raise questions and suggest answers about whether it is good 	<p>PROGRESSION</p> <p>Make sense of beliefs</p> <ul style="list-style-type: none"> Recognise the word “Salvation”, and that Christians believe Jesus came to “save” or “rescue” people, e.g. by showing them how to live Offer informed suggestions about what the events of Holy week mean to Christians Give examples of what Christians say about the importance of the events of Holy week. <p>Understand the impact</p> <ul style="list-style-type: none"> Make simple links between the Gospel accounts and how Christians mark the Easter events in their communities. Describe how Christians show their beliefs about Christians in worship and different ways. <p>Make connections</p>	<ul style="list-style-type: none"> Identify and explain Hindu beliefs, <i>Karma, Dharma, Samsara, Moksha</i> using technical terms accurately. Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about <i>Samsara, Moksha</i> etc. <p>Understand the impact</p> <ul style="list-style-type: none"> Make clear connections about Hindu beliefs about <i>Dharma, Karma, Samsara and Moksha</i> and ways in which Hindus live. Connect the four Hindu aims of life and the four stages of life with beliefs about <i>Dharma, Karma, Moksha</i>, etc. Give evidence and examples to show how Hindus put their beliefs into practise in different ways. <p>Make connections</p> <ul style="list-style-type: none"> Make connections between Hindu beliefs studied (e.g. <i>Karma and Dharma</i>), and explain how and why they are important to Hindu’s. Reflect on and articulate what impact belief in <i>karma</i> and <i>Dharma</i> might have on individuals and the world, recognising 	<p>humanists and Christians?</p> <p>PROGRESSION</p> <p>Make sense of beliefs</p> <ul style="list-style-type: none"> Identify and explain beliefs about why people are good and bad. (e.g. Christians and Humanist) Make links with sources of authority that tell people how to be good (e.g. Christians ideas of “being made in the image of God” but “fallen”, and humanist saying people can be “good without God”) <p>Understand the impact</p> <ul style="list-style-type: none"> Make clear connections between Christians and humanist ideas about being good and how people live. Suggest reasons why it might be helpful to follow a moral code
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				<p>to think about the cycle of create/preserve/destroy in the world today.</p> <ul style="list-style-type: none"> Make links between the Hindu idea of everyone having a “spark” of God in them and ideas about the value of people in the world today, giving good reasons for their ideas. 	<ul style="list-style-type: none"> Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died “Good Friday”, giving good reasons for their suggestions. 	<p>different points of view.</p>	<p>and why it might be difficult offering different points of view.</p> <p>Make connections</p> <ul style="list-style-type: none"> Raise important questions and suggest answers about how and why people should be good. Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views.
Term 5	<p><u>RE CURRICULUM:</u></p> <p>F5 - Which places are special and why?</p> <p><u>PROGRESSION</u></p> <p><u>Make sense of beliefs</u></p> <ul style="list-style-type: none"> Begin to recognise that for Christians, Muslims or Jews the especial thinks link to beliefs about God 	<p><u>RE CURRICULUM</u></p> <p>1.7 Judaism – who is Jewish and how do they live (part one)?</p> <p><u>PROGRESSION:</u></p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> Recognise the words of Shema as a Jewish prayer. <p>Understand the impact:</p>	<p><u>RE CURRICULUM LINKS</u></p> <p>1.8 Christians and Muslims – What makes some places sacred to believers?</p> <p><u>PROGRESSION:</u></p> <p>Make sense of beliefs</p> <ul style="list-style-type: none"> Recognise that there are special places that people go to worship, and talk about what people do there. Identify at least three objects 	<p><u>RE CURRICULUM:</u></p> <p>L2.9 Islam – How do festivals and worship show what happen to Muslims (Ibadah)?</p> <p><u>PROGRESSION</u></p> <p>Make sense of beliefs</p> <ul style="list-style-type: none"> Identify some beliefs about God in Islam expressed in Surah 1 Make clear links between beliefs 	<p><u>RE CURRICULUM:</u></p> <p>L2. 11 Christians, Hindus, and Muslims, non-religious - How and why do people mark the significant events of life?</p> <p><u>PROGRESSION</u></p> <p>Make sense of beliefs</p> <ul style="list-style-type: none"> Identify some beliefs about love, commitment and promises into 	<p><u>RE CURRICULUM:</u></p> <p>U2.8 Islam - What does it mean to be Muslim in Britain today? (<i>Tawhid-Iman-Ibadah</i>)</p> <p><u>PROGRESSION</u></p> <p>Make sense of beliefs</p> <ul style="list-style-type: none"> Identify and explain Muslim beliefs about God, the Prophet* and the Holy Quran (e.g. <i>Tawhid</i>: Muhammad as the messenger, Quran as the message) Describe ways in which Muslim sources of authority guide Muslim living (e.g. 	<p><u>RE CURRICULUM:</u></p> <p>U2.11 – Why do some people believe in God and some people not?</p> <p><u>PROGRESSION</u></p> <p>Make sense of beliefs</p> <ul style="list-style-type: none"> Define the terms “theorist”, “atheist” and “agnostic” and give examples of statements that reflect these beliefs.

	<p><u>Understand the impact</u></p> <ul style="list-style-type: none"> Recognise that some religious people have places which have special meaning for them. Talk about the things that are special and valued in the place of worship. <p><u>Make connections</u></p> <ul style="list-style-type: none"> Talk about somewhere that is special to themselves saying why. Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church. Express a personal response to the natural world. 	<ul style="list-style-type: none"> Give examples for how Jewish people celebrate special times (e.g. Shabbat, Sukkot and Chanukah) <p>Make connections:</p> <p>Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas</p>	<p>used in Worship in two religions and give a simple account of how they are used and something about what they mean.</p> <ul style="list-style-type: none"> Identify a belief about worship and a beliefs about God, connecting these beliefs simply to a place of worship. <p>Understand the impact</p> <ul style="list-style-type: none"> Give examples of stories, objects, symbols and actions, using Churches, Mosques and/or Synagogues which show what people believe. Give simple examples of how people worship at a Church, Mosque or Synagogue. Talk about why some people like to belong to a sacred building or community. <p>Make connections</p> <ul style="list-style-type: none"> Think, talk and ask good questions about what happens in a Church, Synagogue or Mosque saying what they think about these questions, giving 	<p>about God and Ibadah (e.g. how God is worth worshipping: how Muslims submit to God)</p> <p>Understand the impact</p> <ul style="list-style-type: none"> Give examples of Ibadah (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve Make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer, fasting, as a family and as a community, at home and in the Mosque) <p>Make connections</p> <ul style="list-style-type: none"> Raise questions and suggest answers about the value for submission and self-control to Muslims and whether there are benefits to people who are not Muslims. Make links between the 	<p>religious traditions and describe what they mean</p> <ul style="list-style-type: none"> Offer informed suggestions about the meaning and importance of ceremonies, of commitment for religious and non-religious people of today. <p>Understand the impact</p> <ul style="list-style-type: none"> Describe what happens in ceremonies of commitment (e.g. Baptism, Sacred Thread, and Marriage) and say what these rituals mean. Make simple links between beliefs about love and commitment and how people in at least two religious tradition live. (e.g. through celebrating forgiveness, salvation and freedom at festivals.) Identify some differences in how some people 	<p>Quran guidance of Five Pillars: Hajj practises example of the Prophet)</p> <p>Understand the impact</p> <ul style="list-style-type: none"> Make clear connections between Muslim belief and Ibadah (e.g. Five Pillar, festivals, Mosques, art) Give evidence and examples to show how Muslims but their beliefs into practise in different ways. <p>Make connections</p> <ul style="list-style-type: none"> Make connections between Muslims beliefs studied and Muslim ways of living in Britain/Worcestershire today. Consider and weigh up the value of e.g. submission, obedience, generosity, self-control and worship in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslim Reflects on and articulate what it is like to be a Muslim today, giving good reasons for their views. 	<ul style="list-style-type: none"> Identify and explain what religious and non-religious people believe about God, saying where they get their ideas from. Give examples of reasons why people do or do not believe in God. <p>Understand the impact</p> <ul style="list-style-type: none"> Make clear connections between what people believe about God and the impact of this belief on how they live. Give evidence and examples to show how Christians sometimes disagree about what God is like (e.g. some differences in interpreting Genesis) <p>Make connections</p> <ul style="list-style-type: none"> Reflect and articulate some ways in which believing in God is valuable in the
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			<p>good reason for their ideas.</p> <ul style="list-style-type: none"> • Talk about what makes some places special to people, and what the difference is between religious and non-religious special places. 	<p>Muslim ideas of living in harmony with the Creator and the need for all people to live in harmony, in the world today, giving good reasons for their ideas.</p>	<p>celebrate commitment (e.g. different practises of Marriage or Christian Baptism.)</p> <p>Make connections</p> <ul style="list-style-type: none"> • Raise questions and suggest answers about whether it is good for everyone to see life as a journey and to mark the milestones. • Make links between ideas of love, commitment and promises in religious and non-religious ceremonies. • Give good reasons why they think ceremonies of commitment are or are not valuable today. 		<p>lives of believers and ways it can be challenging.</p> <ul style="list-style-type: none"> • Consider and weigh up different views on theorist, agnosticism and atheism, expressing insights of their own about why people believe in God or not. • Make connections between beliefs and behaviour in the own lives in light of their learning.
Term 6	<p>RE CURRICULUM:</p> <p>F6 - Which stories are special and why?</p> <p>PROGRESSION</p> <p><u>Make sense of beliefs</u></p> <ul style="list-style-type: none"> • Talk about some religious stories 	<p>RE CURRICULUM</p> <p>1.9 Christians, Jews and non-religious world views – how should we care for others and for the world and why does it matter?</p>	<p>RE CURRICULUM LINKS</p> <p>1.10 Christians, Jews, Muslims and non-religious world views – What does it mean to belong to a faith community?</p> <p>PROGRESSION:</p> <p>Make sense of beliefs</p>	<p>RE CURRICULUM:</p> <p>L2.10 Judaism – How do festivals and family life show what matters to Jewish people (God, Torah, the People)?</p> <p>PROGRESSION</p>	<p>RE CURRICULUM:</p> <p>L2.12 Christians, Hindus, and Muslims, non-religious - How and why do people try to make the world a better place?</p> <p>PROGRESSION</p>	<p>RE CURRICULUM:</p> <p>U2.9 Judaism – Why is the Torah so important to Jewish people? (<i>God/Torah</i>)</p> <p>PROGRESSION</p> <p>Make sense of beliefs</p> <ul style="list-style-type: none"> • Identify Jewish beliefs about God • Give examples of some texts that say what God is like and 	<p>RE CURRICULUM:</p> <p>U2.12 – How does faith help people when life gets hard?</p> <p>PROGRESSION</p> <p>Make sense of beliefs</p>

	<ul style="list-style-type: none"> Recognise some religious words e.g. about God Identify a sacred text, Bible/Torah <p><u>Understand the impact</u></p> <ul style="list-style-type: none"> Talk about some of the things these stories teach believers (e.g. what Jesus teaches about being friends with the friendless in the story of Zacchaeus. What Jesus' story about the 10 lepers teaches about saying "thank you", and why it is good to thank and be thanked; what the Chanukah story teaches about standing up for what is right etc. <p><u>Make connections</u></p> <ul style="list-style-type: none"> Identify some of their own feeling sin stories they hear. 	<p>PROGRESSION:</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> Identify a story or text that says something about each person being unique and valuable, Give an example of a key belief some people find in one of these stories (e.g. that God loves all people.) Give a clear, simple account of what genesis 1 tells Christians and Jews about the natural world. <p>Understand the impact:</p> <ul style="list-style-type: none"> Give an example of how people show they care for others (by giving to charity) making a link to one of the stories Give examples of how Christians and Jews can show care for the natural Earth. Say why Christians and Jews might look 	<ul style="list-style-type: none"> Recognise that loving others is important in lots of communities. Say simply what Jesus and one other religious leader taught about loving other people. <p>Understand the impact</p> <ul style="list-style-type: none"> Gove an account of what happens at a traditional Christian Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean. 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.) <p>Make connections</p> <ul style="list-style-type: none"> Give examples of ways in which people express their identity and belonging within the faith community and other communities responding sensitively to differences. 	<p>Make sense of beliefs</p> <ul style="list-style-type: none"> Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean. Make clear links between the story of the Exodus, Jewish beliefs about god and his relationship with the Jewish people. Offer informed suggestions about the meaning of exodus story for Jews today <p>Understand the impact</p> <ul style="list-style-type: none"> Make simple links between Jewish belief about god, his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals). Describe how Jews show their beliefs through worship and festivals, both at home and in wider communities. 	<p>Make sense of beliefs</p> <ul style="list-style-type: none"> Identify some beliefs about why the world is not always a good place. (e.g. Christian ideas of sin) Make links between religious beliefs and teachings and why people try to live and make the world a better place. <p>Understand the impact</p> <ul style="list-style-type: none"> Make simple links between teachings about how to live and ways in which people try to make the world a better place (e.g. <i>tikkun olam</i> and the charity Tzedek) Describe some examples of how people try to live (e.g. individuals and organisations) Identify some differences in how people put their beliefs into action. <p>Make connections</p>	<p>explain how Jewish people interpret them.</p> <p>Understand the impact</p> <ul style="list-style-type: none"> Make clear connections between Jewish beliefs about the Torah and how they use it. Make clear connections between Jewish commands and how Jews live (e.g. in relations to kosher laws) Give evidence and examples to show how Jewish people put their beliefs into practise in different ways (e.g. some differences between Orthodox and Progressive Jewish practice) <p>Make connections</p> <ul style="list-style-type: none"> Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today. Consider and weigh up the value of e.g. tradition, ritual, community, study and worship in the lives of Jews today and articulate responses on how far they are valuable to people who are not Jewish. 	<ul style="list-style-type: none"> Describe at least three examples of ways in which peoples religion guide people in how to respond to good and hard times in life Identify beliefs about life after death and at least two religious traditions, comparing and explaining similarities and differences. <p>Understand the impact</p> <ul style="list-style-type: none"> Make clear connections about what people believe about God and how they respond to challenges in life (e.g. – suffering, bereavement) Give examples of ways in which beliefs about resurrection/ judgement/ heaven/ karma/ reincarnation make a difference to how someone lives
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		<p>after the natural world.</p> <p>Make connections:</p> <ul style="list-style-type: none"> Think, talk and ask questions about what difference believing in god makes to how people treat each other and the natural world. <p>Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world.</p>	<ul style="list-style-type: none"> Talk about what they think is good about being in the community for people in faith communities and themselves giving good reason for their ideas. 	<p>Make connections</p> <ul style="list-style-type: none"> Raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future. Make links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including pupils own lives, and giving good reasons for their ideas. 	<ul style="list-style-type: none"> Raise questions and suggest answers about why the world is not always a good place and what the best ways of making it better are. Make links between some commands for living from religious traditions, non-religious world views and pupils own ideas. 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. 		<p>Make connections</p> <ul style="list-style-type: none"> Interprets a range of artist expressions of after life, offering and explaining different ways of understanding these. Offer a reasoned response to the unit question with evidence and example, expressing insight of their own.
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